

BUSINESS EDUCATION WORLD

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JUNE
1950

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PROFESSIONAL REPORT

BUSINESS SCENE IS ALL SMILES

■ **Unbridled Optimism** — Throughout the first quarter of 1950, businessmen and Government officials alike were careful in their outlook for business activity in 1950. They hedged, said that the first six months looked promising but that the horizon after June was cloudy.

Now they're smiling. Things look good.

• *The experts* are issuing quotable quotes. The Federal Reserve Board says that spending by consumers isn't going to slump any time soon. Consumers' ideas of what they will buy in 1950 are as big as they were in 1949.

Commerce Secretary Sawyer predicts that "things will continue excellent." His statement followed by one day a similar declaration by Leon Keyserling, acting chairman of the President's Council of Economic Advisers. Looks like the official Government point of view.

The National City Bank of New York surveyed the future, reported "In general, the outlook for the next few months is now very satisfactory." Eugene G. Grace, Bethlehem Steel board chairman, told stockholders, "I see nothing to indicate this won't continue for some time."

The Chicago Association of Credit Men, surveying some 350,000 accounts, finds that businesses are paying their bills more promptly than last year. This year, 60.5 per cent discounted, 30.8 per cent paid when due; last year, corresponding figures were 57.8 and 32.6. This year's overdue accounts are down to 8.7 per cent against 9.6 last year.

• *The consumers* have big plans for the next twelve months. A million want to buy homes in 1950, and another million want to buy

homes in 1951. New shift: pressure for a home under \$10,000.

Consumers are keeping up their demand for automobiles. There were more than 5 million cars made in 1949; and some persons predicted a saturation point, soon to be followed by a slump; but just as many consumers say they want to buy a car as did this time last year. If they mean what they say on the surveys, there won't be a seasonal downturn in the auto industry this year.

Television rates high on the buying list, too. More than twice as many people are now planning to buy television sets as had planned to do so a year ago. There were 2.9 million sets manufactured in 1949; the industry is aiming at 4.5 million for 1950—which may not be enough to meet demand.

• *The theme*, it is worth noting, is not particularly for an increase or boom; "continue excellent," in Commerce Secretary Sawyer's words, is the good word today. Stability is the theme.

■ **Employment Less Bright** — Despite the strong, steady current of business, the employment picture is less optimistic.

• *One factor* is the difficulty of making a sure estimate of the number of persons who will be coming into the labor force at this time of the year. When jobs are easy to get, the new labor force is bigger than when jobs are hard to find. In 1948, when midsummer unemployment reached a peak of only 2¼ million, more than 4 million persons came into the labor force. But last year, when midsummer unemployment was at the higher figure of 4 million, only 3 million newcomers joined the labor force.

• *Best guess* at the moment seems to be that midsummer 1950 will find our civilian labor force close to 65 million. With reasonable luck,



Sadie L. Ziegler . . . after 41 years

around 61 million of these will have jobs. But that would still leave unemployment around 4 million, and *that* means this month's graduates will have to be coached in competing successfully for employment.

PEOPLE

■ **Retirements**—It's June, and with the end of the school year these retirements from posts of educational leadership have been announced:

• *Sadie L. Ziegler*, from her post as executive secretary of Rider College, after 41 years' service to the institution. Her position is being filled by the promotion of ELIZABETH M. MOYER, now assistant secretary at the College, herself a member of the Rider staff since 1927.

Miss Ziegler has for years been a most active participant in business education organizations. She has spoken at scores of conventions, written articles, served as officer—she was the first woman ever to be

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James L. Holtsclaw . . . after 12,000 diplomas

elected to the executive board of the EBTA (1936), is one of the three women who have presided over 53-year old EBTA.

In civic organizations in Trenton, too, she has served widely. She was chairman of Trenton's Civilian Defense Office and a member of the mayor's defense council during the war, a president of Trenton's Business and Professional Women's Club—and a BPW radio voice as well.

But if business education will miss Sadie L. Ziegler, so will Rider College, where she joined the staff in 1909 as an office assistant and teacher of shorthand, English, and arithmetic. Since 1909, she advanced through nearly every type of post in the college—purchasing agent, treasurer, secretary, placement director (for 25 years), registration director.

• **James L. Holtsclaw**, from his two positions—principalship of the Detroit High School of Commerce and city supervisorship in commercial education—after 42 years' service to the Detroit Public Schools. His second post has yet to be assigned, but the principalship of Detroit High School of Commerce will be filled by the promotion of HARRY L. DAVIS, the present assistant principal.

Mr. Holtsclaw is one of the Greats of business education: He has been president of the National Business Teachers Association, of the Department of Business Education of the NEA (now the UBEA), of the Michigan Business Education Association; he is the founder of the Detroit Commercial Teachers Club; he is coauthor of a popular textbook in general business science; he has written widely in virtually all the business-education periodicals and yearbook series.



Paul S. Lomax . . . 86 doctorates

Mr. Holtsclaw is also one of the few business-education leaders who has climbed high in school administration. A graduate of Mt. Union College and a graduate student at Michigan, Harvard, and Chicago, Mr. Holtsclaw joined the Detroit staff in 1908 as a business teacher; became director of the High School of Commerce when it was first established, in 1912, as a division of Cass Technical High; became principal of Commerce when it moved to its own building in 1918—he has handed diplomas to more than 12,000 graduates; became supervising principal of commercial education in 1923; and in recent years has headed the 300 teachers in the business-training field.

And now? Guardianship of his real estate and business interests in Detroit, "... and considerable traveling with Mrs. Holtsclaw."

• **Albert Stern**, for twenty-five years a teacher in New York City and for the past decade a member of the staff of the Gregg Publishing Company, has retired and with his wife—plus a new kit of motion-picture camera, projector, screen, and films, farewell gift of the Gregg Shorthand Teachers Association of New York City, and a new radio from his recent associates—is off to California.

■ **Special Honors** — JESSIE MAY SMITH, assistant professor of Business Administration at the University of Oregon, has been awarded the Grace Dodge Fellowship at Teachers College, Columbia University, for 1950-1951, for the completion of her doctorate.

• **Newly promoted: PROFESSOR E. I. FJELD**, from chairman of the Accountancy Department at the City College of New York, to assistant dean in charge of graduate studies



A. E. Klein . . . speed in shorthand

• **Dr. Paul S. Lomax** was honored on April 22 by a unique banquet: It was tendered him by the 86 persons who have obtained their doctorates under his direction at New York University. Thirty-two attended the dinner; all contributed to a special scholarship fund to be established in his honor. The program at the dinner was highly entertaining: It lampooned the professional career of the honored guest and the sore trials of any doctoral candidate.

■ **Doctorate** — **ABRAHAM E. KLEIN**, instructor at the City College of New York and shorthand teacher in special high-speed classes at Hunter College, Doctor of Philosophy, from New York University, February, 1950. Dissertation: "Variations in the Speed of Writing of Symbol Combinations in Gregg Shorthand" (reported in the October, 1949, issue of *National Business Education Quarterly*). Major professor: **DR. PAUL S. LOMAX**.

■ **Bereavement** —

• **Charles E. Rubicam**, 47, died suddenly of a heart attack, in March. Mr. Rubicam, son of the founder of Rubicam School, in St. Louis, was associated with the school for 25 years and had been president of the school for the past two years.

■ **To Bryant Board** — **HUBERT A. HAGAR**, vice-president of Gregg, has been elected a member of the board of trustees of Bryant College, to take the place recently vacated by the death of **GEORGE E. COMERY**, Rhode Island accountant-executive. Trustees of Bryant are elected for lifetime tenure.

■ **Business** —

• At **Ediphone headquarters**, there's a new **Thomas A. Edison, Inc.**, vice-president in charge of the Ediphone Division: **CHARLES T. JACOBS**, formerly assistant division

manager. He succeeds **A. P. HORNER**, who retired after 25 years of service with Edison.

• **The South-Western Publishing Company** has announced the moving of its New York branch office. Old address to be dropped from your records: 345 Broadway, New York 13. New address: 310 Huguenot St., New Rochelle, New York.

• **The Gregg Publishing Company** has announced the moving of its San Francisco branch office. Old address to be dropped from your records: 931 Howard Street. New address: 68 Post Street, San Francisco 4.

GROUPS

■ **New Officers for CBEA** — New leaders of the Catholic Business Education Association, recently elected, include the following:

BRO. KIERAN RYAN, CSC (St. Edward's University, Austin, Texas), president; **SR. MARY LIGUORI, OP** (St. Mary's Dominican College, New Orleans), vice-president; **SR. MARY GREGORIA, BVM** (Mundelein College, Chicago), executive secretary; **SR. MARY REGIS, OP** (St. Vincent Ferrar High School, New York City), treasurer; and **SR. MARY ALEXIUS, OP** (Edgewood Junior College, Madison, Wisconsin), director of publications.

Also elected as members-at-large of the national executive board are: **SR. MARY DOROTHY, OP** (McDonnell Memorial High School, Brooklyn); **BRO. JAMES LUKE, FSC** (St. Mary's College, Winona, Minnesota); and **SR. MARY ATHANASIA, SSJ** (Regis College, Weston, Massachusetts).

• **College Workshop**. CBEA will sponsor a "College Workshop on the Teaching of Christian Economic and Social Principles" from August 7 to 11 at the University of Notre Dame.

■ **And More New Officers** — With reports of spring conventions still coming in, BEW lists the following:

• **Tri-State** (Ohio, West Virginia, and Pennsylvania) Business Education Association, at April meeting in Cleveland — **GEORGE W. ANDERSON** (Pittsburgh), president; **RAYMOND W. MORGAN** (Johnstown), first vice-president; **VIRGINIA C. ROBINSON** (Clarksburg), second vice-president; **MRS. WILLIAM BROWNFIELD** (Cleveland), secretary; **PAUL S. SMITH** (Barberton, Ohio), treasurer.

Other board members include **VIRGINIA LAUGHLIN** (Parkersburg), **PAUL J. ANGELO** (Pittsburgh), C. A.

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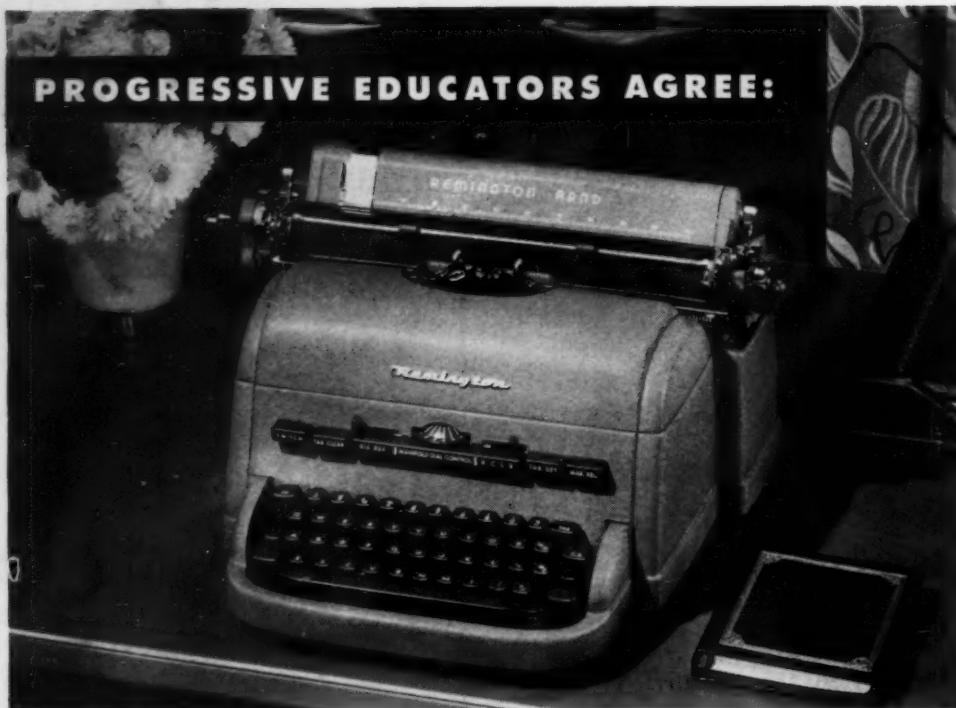
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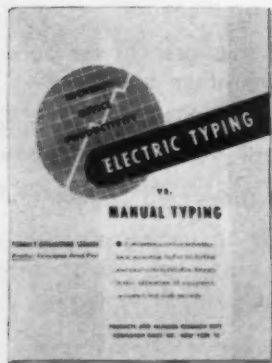


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NEALE (Akron), JAY R. GATES (Cleveland), and FRANK R. SANDERS (Pittsburgh).

• *Southeastern Business College Association*, meeting in April in Chattanooga—C. C. STEED (Elizabethton, Tennessee), president; JAMES H. PALMER (Columbia, South Carolina), first vice-president; MARY F. CRUMP (Lexington, Kentucky), second vice-president; MRS. FRANCES CHESNUTT (Huntsville, Alabama), secretary; and MRS. L. H. CARTER (Martinsville, Virginia), treasurer; and MRS. T. C. SCHILLING (Jackson, Mississippi), to board of directors.

• *State business education groups*: Arkansas: JOSEPH H. CLEMENTS (State College), president; ZADA MARTIN (Clarendon), vice-president; JEANNE WHISENHUNT (Gillett), secretary; and MARY ALICE ELAM (Yellville), treasurer.

Illinois: JOHN A. BEAUMONT (state supervisor), president; MRS. LAURA BROWN (Chicago), vice-president; MARY SULLIVAN (Peoria), secretary; and JAMES E. TRABUE (Belleville), treasurer.

Michigan: ARNOLD KORPI (Wakefield), president; LORNA WEDDLE (Northern Michigan College of Education), vice-president; and PHILLIP COLLINS (Calumet), secretary-treasurer.

Ohio: LILLIAN STARKEY (Akron), president; PAUL S. SMITH (Barberton—yes, the same gentleman who is treasurer of Tri-State), vice-president; I. G. KATTERHEINRICH (Van Wert), secretary-treasurer; and the following staff of the *Ohio Business Teacher* magazine — J. MARSHALL HANNA (Ohio State), editor; MARGUERITE APPEL (Ohio University, Athens), business manager; and HARM HARMS (Capital University), advertising manager.

■ **Ask Government Action**—Meeting in Washington in April, the National Business Education League urged top Government administrators (1) to step up equalization of opportunity for all qualified persons and (2) not to permit a division of the present organization for distributive education in the U. S. Office of Education.

• *The League* is an organization of business teachers in colleges and private and secondary schools, school administrators, business personnel, and other persons vitally interested in the expansion of economic opportunities for all people and in improvement of business education standards. Pace setter for the League is DR. IRENE C. HYPPE.

PROFESSIONAL REPORT

of Washington, former president and now an honorary president of the organization.

- **Equalization** was asked for by two resolutions: (1) "That no segregated national organization of youths or adults shall receive Federal aid or sponsorship from Government agencies"; and (2) "That personnel in Government agencies shall be selected for all levels of staff appointment on the basis of their professional qualifications, and that no definitive job titles in terms of race, religion, or national origin be used."

- **Current proposals to slice off** and establish as a separate division the function of administering the program in Distributive Education would, the League resolved, result in weakening rather than expanding the business education services of the U. S. Office of Education.

- **Newly elected officers of NBEL** are: H. NAYLOR FITZHUGH (Howard University), president; MRS. R. LOUISE GROOMS (Detroit Institute of Commerce), vice - president; SUMNER R. MADDEN, treasurer; HARRY G. JOHNS, recording secretary; MRS. BLANCHE K. WILLIAMS, corresponding secretary; and MRS. ELIZABETH J. JOHNSON, editor.

■ **The EBTA Show in Boston**—When President FRANCES DOUB NORTH said, at the concluding session of the Boston convention of the Eastern Business Teachers Association, "It is not for me to say that this is the best-ever convention of our Association, but—" the audience burst into spontaneous and vociferous applause. Within the memory of those present, at least, it was the best ever.

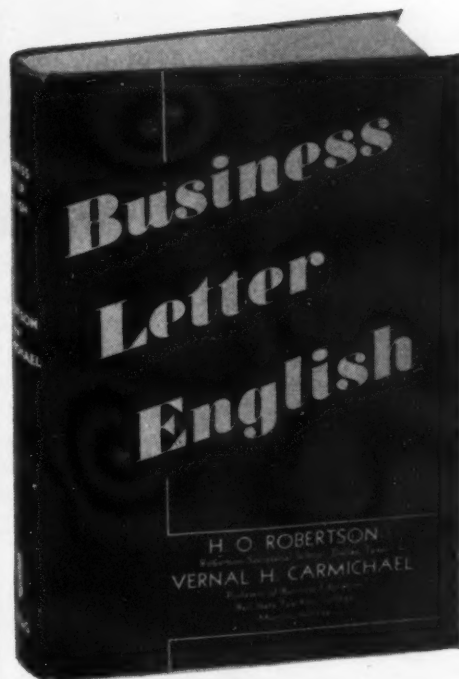
Well it might be. Attendance approximated 1,000 of EBTA's 2,900 members. Exhibitors filled a whole ballroom and overflowed into adjacent corridors and parlors—with emphasis on electric machines and new onslaughts of textbook revisions. Several college and other groups sponsored special activities—breakfasts, luncheons, teas, dinners—that dovetailed into the few spare hours in the packed convention calendar. Boston hospitality was complete, the speakers were good, and—for once—a convention theme was fully developed in every sectional meeting.

- **The Play's the Thing.** But overshadowing everything else at the convention was "The Teacher Goes to Town," an original play that wound up the convention with a climaxing activity that was, as

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scores proclaimed, "The best thing I ever saw at a convention."

Written and produced by CATHARINE STEVENS (New Britain, Connecticut, State Teachers College) and JOHN L. ROWE (Teachers College, Columbia), "The Teacher Goes to Town" starred—and starred is an understatement—DR. MARY E. CONNELLY (Boston University) as the teacher whose experiences in a business office revolutionized her business teaching.

"Goes to Town" was a vigorous dramatization, sometimes subtle and sometimes blunt and always humorous. In the first scene, Miss Connelly portrayed the inept, lazy, sarcastic business teacher—while the audience kept score on the poor teaching techniques demonstrated and intermittently roared with laughter and squirmed with guilt.

As the story continued, Miss Connelly finds herself unable to avoid an invitation to work for a summer month in a business office; and her on-the-job growing pains lent new humor and sharp definition to the situation. Subsequently returning to her school, she sets up a model program; and Miss Connelly's demonstration of good teaching techniques ended the play on a high, affirmative note.

It was a fast-moving, spirited, and idea-full script—a credit to its authors, to the star, to the Boston University students who served as "the class" in both the opening and closing scenes, to the properties obtained by MISS MARION WOOD and so dexterously handled in numerous quick staging shifts, and to the Association's officers who recognized the worth of the play as an innovation in convention planning.

"The Teacher Goes to Town" has been copyrighted but, according to an announcement by Mrs. North, will be available to groups that wish to produce it at other conventions of business-teacher associations.

• **New Officers.** The new officers charged with the heavy responsibility of equalling or surpassing the Boston convention are: JAY MILLER (Goldey College), president; DR. ESTELLE POPHAM (Hunter College), vice-president; DR. JOHN L. ROWE, new college representative on the Executive Board, succeeding DR. HELEN REYNOLDS (New York University); and MRS. AGNES B. SEALEY (Auburn School of Commerce), new private-school representative on the Board, succeeding CLARK F. MURDOUGH (Edgewood Junior College).

Continuing in office are RUFUS



CALIFORNIANS, participants in two panels, "Business Education Town Hall" and "It Pays to Be Ignorant," featured at the April convention banquet of the California BEA, are shown above as they relaxed after the double-feature show was over. *Front five:* Carlton A. Pederson (Stanford), E. Dana Gibson (San Diego State), Milburn D. Wright (San Jose State), Myron J. Garver (Los Angeles State), and Samuel Wanous (U.C.L.A.). *Back Row:* McKee Fisk (Fresno State), behind Dr. Wright, Marsdon A. Sherman (San Jose State), Earl W. Atkinson (San Jose State), Joseph DeBrum (San Francisco State), Earl G. Blackstone (U.S.C.), F. Blair Mayne (Sacramento State), and William R. Blackler (state supervisor). All are doctors.

STICKNEY (Boston Clerical School), treasurer; BERNARD A. SHILT (Buffalo Board of Education), secretary; and these board members: SAUL WOLPERT (Brooklyn's Eastern High School), ELGIE G. PURVIS (Strayer College, Washington), LLOYD H. JACOBS (New Jersey Supervisor of Distributive Education), and, as an ex-officio member, Mrs. North.

SCHOOLS

■ **Another Katherine Gibbs—**There's a new Katherine Gibbs School opening in September: at 33 Plymouth Street, Montclair, New Jersey. The school will offer a full program similar to that in the other KG schools. Newly appointed director of the Montclair school is MISS WAHNETAH BRUMMETT, until recently registrar of the New York City school.

■ **Fifty Years, Fifty Degrees—**The scene was in the banquet hall at the Waldorf-Astoria; and the occasion was the Golden Anniversary of the School of Commerce, Accounts, and Finance of New York University.

Present, in addition to some 1,500 guests, were, fifty of the top business executives in America, mostly *President of and Chairman of the Board* of personalities, like CHARLES EDISON, of Edison; JAMES A. FARLEY, of Coca-Cola; BERNARD F. GIMBEL, of Gimbels; EUGENE G. GRACE,

of Bethlehem Steel; ERIC A. JOHNSTON, of motion pictures; JAMES H. MCGRAW, of McGraw-Hill; RICHARD K. MELLON, of Mellon & Sons; ALFRED P. SLOAN, of General Motors; THOMAS J. WATSON, of IBM; and other men of the same stature—and one lady: DOROTHY SHAVER, president of Lord & Taylor.

N.Y.U. presented these Builders of Enterprise—"to call fitting attention to the careers and achievements of fifty distinguished builders of American enterprise"—with honorary Doctor of Commercial Science degrees. One for each year.

■ **Another "CCC" and "NYA"?—**Because America's labor needs are not expanding as rapidly as America's labor force, explains Representative HELEN G. DOUGLAS (Dem., California), it's time to resurrect the CCC camps as "a permanent, nonmilitary, voluntary scheme for conserving human and natural resources" to do something for the one million youths who will be unemployed by the time schools close this month.

But Washington educators are not napping; already the Educational Policies Commission is working on alternative suggestions for helping those millions via present educational facilities.

■ **Commencement Count—**The U. S. Office of Education gives the scoreboard on degrees being granted in June Commencements: 428,000 bachelors, 62,000 masters, and 6,900 doctorates.

ADMINISTRATION

INVENTORY FORM

Building _____ Room _____ Teacher _____ Date _____

Suggestions: An inventory of the equipment in each room and building, such as desks, chairs, tables, maps, bookcases, textbooks which are stored in the room, typewriters, instructional apparatus, etc. is requested at the close of the school year. Please list carefully, indicating conditions by terms: good, fair or poor.

Item No.	Article	Quantity	Condition	Remarks

Over the Horizon Summer means relaxation and respite for most teachers, but it is a period of trials and tribulations for the administrators and clerks who work all summer to have your school ready for the Grand Opening in September. You can do much to make their summer calmer, says Doctor Liggitt in his article, first of several in this issue devoted to "getting ready for September," if you remember that—

Getting Ready for September Requires Co-operative Advance Planning

EARLE O. LIGGITT
Superintendent of Schools
Munhall, Pennsylvania

The efficient, democratic administration of a public school system requires the co-operative planning of all the personnel concerned with the operation of the schools. Both the administrative staff and the faculty are involved in this co-operative process for the development and improvement of the instructional program.

Advance planning is a requirement for success in any enterprising, progressive business organization. The administration of a public school system is a business; and within the last half century public education has become "big business," involving the budgeting and spending of large sums of public funds. Operation of this gigantic business requires careful planning long in advance of the opening of the school term.

The Need for Advance Planning—In most school districts of Pennsylvania, the tax levy must be set in April or May. This fact necessitates the early preparation of the budget for the succeeding school year. Since new equipment, major repairs, textbooks, and general sup-

plies must be listed under their proper headings, a great deal of planning in advance must be done.

School budgets cannot be itemized as in the budget of the housewife who listed a great many different items under the heading, M. H. S., which upon investigation proved only to mean "Must Have Spent." Costs must be estimated, lists prepared and submitted for bids, proposals checked, recommendations studied.



Dr. Earle O. Liggitt is National Past President of Phi Delta Kappa

The preparation of the school budget is not an act but a continuous process; so, January or February is none too soon to list the new equipment and major repairs needed for September. Teachers should indicate that they have really studied the problems; and if typewriters, office machines, or textbooks should be replaced or additional equipment and supplies can be used to advantage, teachers should inform the administrative office of the need early—and, perhaps, often.

One word keeps coming to mind, the word co-operation. No administrator, no matter how willing and able, is capable of doing all the advance planning. He must have the wholehearted co-operation of everyone within the system, from the secretary of the school board, who pays the bills, to the custodian, who distributes the supplies in the building. There are many ways in which this co-operation may be achieved.

One suggestion is the "partnership" method rather than the "command performance" plan. When each employee in the system can be made to feel that every form and requisition blank is important and that by filling it out accurately and returning it promptly he is contributing to the success of the school, the word co-operation will take on a fuller meaning.

Inventories—Business houses have what they call an annual inventory; school systems also require the taking of inventories. At the close of each term (at least) teachers should make a complete and accurate inventory of all textbooks, equipment, and supplies. In fact, a running or up-to-date inventory of such items should be maintained at all times; but at the close of the term a formal, complete report must be made to the office for administrative purposes.

Form I illustrates the type of information required. This form is quite simple. Many schools require a much more detailed and complete form to be submitted.

Seven carbon copies of reports are none too many these days in government circles, but faculty members—even business teachers—seem to have an antipathy toward carbon copies. But, if storage cupboards are in the rooms, triplicate copies of all materials should be filled out. One copy should be attached to the cup-

board door, one copy filed with the principal, and the third forwarded to the central administrative office. This third copy eliminates guesswork during the summer checkups, when other offices may be closed. Needless to say, the employee must fill in these forms carefully, check and double-check; or in September the whole operation of the system will be described by the old army term "Snafu."

Inventory, like budget making, should be a more or less continuous process. Pupils of the Washington School looked forward to coming to Miss Brook's room. Some of their parents had been pupils of Miss Brook, for she had taught in the Washington School for twenty years; but she was as up to date as tomorrow morning's headlines. Several times through the year Miss Brook took inventory, discarding things that cluttered her cupboard shelves, dispensing with things that were worn out or outmoded. In a notebook, which she kept handy in her desk, she wrote down new equipment and materials that came to her notice in professional magazines and advertisements. It seemed that Miss Brook always had some constructive suggestions for the administration—quite in contrast to the teacher in another building who was heard to remark, "I just can't wait till it's time for me to retire so I can tell people what I really think of the schools"—and perhaps of the superintendent too. We can admire Miss Brook's "perpetual inventory."

■ **Equipment Needs**—The school administrator *wants* to know what is new in equipment, what current publications are best, and what methods and procedures are most efficient.

Since some 40 per cent of our high school students are enrolled in the business course, administrators particularly want to be familiarized with the new types of office equipment and business machines. No school system can risk sending its graduates into the fast-moving, high-gear business world of today if they are equipped only with the knowledge of machines used in the horse and buggy days.

It is not feasible or financially possible to purchase all the new types of business machines; but it is possible for a progressive, forward-looking instructor to have her classes attend demonstrations and institutes or to have demonstrations in her own classroom. Any teacher can help her business students acquire poise

REQUEST FOR CHANGE OF TEXTBOOKS		
School _____		Date _____
1. Title of textbook now in use _____		
2. How many years has it been in use in the school? _____		
3. Number of copies on hand: New _____ Used, but fit for use _____		
Unfit for use _____		
4. Number of additional copies needed if this book is retained _____		
5. Number of copies needed if a new book is adopted _____		
6. Why is a change requested? (Give specific reasons) _____		
7. Who initiated this request? _____		
8. Teachers' preference of new texts:		
Title		Publisher
1st Choice _____		
2nd Choice _____		
3rd Choice _____		
9. Reasons for above choice:		
Favorable Points		Unfavorable Points
1st Choice _____		
2nd Choice _____		
3rd Choice _____		
10. Have all teachers using this text been given an opportunity to examine all available new texts and express a preference? _____		
11. Have you personally made a careful examination of available texts? _____		
12. Do you concur in the above conclusions of the teachers? _____		
PRINCIPAL _____		

FORM II. Used for Requesting Change of Textbooks

and confidence in their ability to do a job by keeping abreast of what's new in business methods and equipment and passing it along in digestible portions to the young, eager, would-be secretary or executive.

It must be embarrassing for the young graduate (and no small reflection on his school) to enter a modern business office for the first day and not be familiar with the operation of an electric typewriter, a calculating machine, a simple check writer, or the many other business machines currently in use. All that the confused, embarrassed young person can say is, "The teach-

er never told me." Yes, the administrator wants to know of the newest in machines and equipment; but he also wants the information passed along to those most interested and concerned—the business students.

■ **Textbook Need**—An old proverb written many years ago runs like this, "Of the making of many books there is no end," a statement more true today than ever before. No administrator, even though he be a "superman," can possibly examine the output of textbooks each year that are concerned with the curricula of a large high school. Yet neither does he wish to clutter up the book

shelves with "space takers," books that are shopworn, outmoded or filled with moth-eaten ideas. Teachers should be constantly clearing out old books, bringing the administrator new ideas, new publications, and new and revised textbooks, for approval.

Much of the examination of textbooks in each field can be done by the appointment of working committees of faculty members. If a change of text is desired, the teacher should ask for sample texts early in the year. If more than one teacher is involved, their separate findings should be reported to the textbook committee responsible for that course of study.

Form II has been used to advantage in the selection of textbooks. Properly filled in, this form gives the reasons for the first, second, and possibly third choice and may include brief information on content, presentation, and general appearance of the book chosen.

■ Too Little, Too Late, Too Bad!—

Too often, a teacher waits too long: Upon leaving school on the last day of the term, he may leave a note for the principal requesting a change of textbook or the purchase of an additional item of major equipment. Usually, no substantiating reasons for such last-minute requests are given.

Since the budget has, in all likelihood, already been prepared and passed upon by the Board of School Directors, little consideration can be given to such requests in preparing for the school term in September. Last minute requests are usually impossible to grant, even though the administrative staff might, upon further study, believe the request to be legitimate. Fortunately, such instances are very rare in a well-organized school system.

■ **Summary**—The final preparation for the opening of the school term must necessarily take place during the hot summer months when vacation beckons and tempers have a tendency to rise with the thermometer. However, by submitting constructive suggestions along with accurate, complete, and detailed inventories, teachers will not only save the time of the office staff but will also incur the everlasting admiration of their administrator.

Co-operative advance planning by the entire force throughout the whole school system will help to make the day before school usually opens, *Labor Day*, only on the calendar.

Mutual Co-operation

A combination of (1) the war, (2) a tremendous increase in the amount of paper work in the office, and (3) a drop in business-training enrollments brought office managers face to face with (a) an acute shortage of competent office workers and (b) personnel problems among employees whom they could not afford to dismiss. So now—

NOMA and the Schools Work Together in Cincinnati

ROBERT FINCH
Supervisor of Business Education
Cincinnati, Ohio

The Cincinnati Chapter of the National Office Management Association has been working closely with our schools in a carefully planned educational program. The projects of Cincinnati NOMA and of the schools have become so closely fused that they are practically interdependent. And that is good.

■ Foundations in Experience—

Through trial and error, Cincinnati NOMA has learned some of the things that make an educational program click.

- *Number of Committees.* One educational committee is not enough—there are too many phases to an effective educational program. It takes half a dozen committees, working simultaneously under separate chairmen, to get the job done.

- *Some Permanent Committees.* Some committees, like the one that runs the NOMA Speakers Bureau and the one that arranges for office visitations for teachers, must be permanent committees. Their work is continuous from year to year. New members may be added, but a nucleus that "knows the ropes" must carry on, so that the educational work is not interrupted with annual "reorganization pains."

- *The Education Chairman.* The general Education Chairman plays an important role: He sits in on meetings of the other committees, but his work is largely with the chairmen of those other committees. He keeps abreast of what each committee is doing and ties the various educational projects together. He serves from year to year, spearheads the co-ordination necessary to achieving some special goal selected by NOMA and the schools for the year's objective.

- *Liaison.* A NOMA chapter must have direct liaison with schools, both public and private. That liaison requires the willing service of every NOMA member who repre-

sents the schools; moreover, teachers and school counselors must be drawn into planning and participating in projects conducted by the NOMA chapters.

- *Participation.* Nothing engenders success for any project so much as does participation in it; the fact that the majority of the members of a chapter have some responsibility in an educational program in itself contributes a guarantee to the success of the program. The members who leave their offices in mid-morn to rush to a high school and make a talk to a class of business students and the members who interrupt a busy day's work to conduct teachers through their offices are doing more than making a contribution—they are building up their own education-mindedness. Cincinnati NOMA has found that when members unselfishly give their time and efforts to these and other educational projects, there can be but one result: success.

■ **Cincinnati NOMA Projects**—The following activities illustrate some of the projects that our chapter has been able to conduct simultaneously.

- *Follow-Up Appraisal of Graduates.* Each year the city's business teachers contact the preceding year's graduates to determine where they are working; then the schools, in co-operation with NOMA, send a one-page appraisal sheet to the employers.

This appraisal of the employee by his immediate superior has been invaluable to the schools in revising the educational program.

The weaknesses of former graduates, as shown by several years of study of these employee appraisals, has had a direct influence in (1) the introduction of an office-practice course in the high schools with adequate machines to meet the need; (2) the development of a business-arithmetic course from a one-term course to a two-term course; (3) the introduction of an eleventh-grade English course, "English for

Stenographic Pupils," in place of the regular academic English course; and (4) the increased emphasis in the development of the personal traits of pupils enrolled in the business subjects.

• **NOMA Speakers Bureau.** To assist the schools, a NOMA Speakers Bureau was established two years ago. Six major topics were developed for NOMA classroom speakers. A request, directed to the chairman of the NOMA Speakers Bureau by any business teacher, brings a competent speaker to the classroom on one of the following topics:

- I. Personal Traits
 - A. Dress, grooming
 - B. Attitude and initiative
 - C. Office etiquette
 1. Manners, courtesy
 2. Teamwork in the office
 3. Attendance and punctuality
 4. Public contact on the job
- II. What the Employer Expects of a Beginning Office Worker
- III. What the Beginning Employee Expects
- IV. How to Apply for a Job
 - A. Letters of application
 - B. The interview
 - C. References
 - D. Testing program for entrants
 - E. "Tips" for applicants
- V. Opportunities in Office Work
 - A. Types of jobs available
 - B. Promotional opportunities
- VI. Machines Used in the Office

The NOMA Speakers Bureau has had a direct influence on the development of pupil personal traits.

• **Planned Office Visitation for Teachers.** A carefully planned spring and fall program of office visitation for every business teacher was started two years ago in order to give teachers the opportunity to (1) observe methods and procedures used in the office, (2) become better acquainted with office managers and employers of pupils, and (3) gain a better understanding of some of the employer's problems.

This NOMA project has received the enthusiastic support of business teachers, who are excused in small groups to make the office visits. The program has been expanded this year to include teachers from the parochial schools and other teachers from the metropolitan area.

• **Advisory Committee on Curriculum Development.** A critical review of business education has been one of the major contributions of Cincinnati NOMA. The appraisal survey of former graduates, the city-wide proficiency testing program of the schools, plus their intimate knowledge of the needs of



Robert Finch . . . finds NOMA helps

beginning workers has enabled employers to make constructive suggestions in the development of business courses of study.

NOMA has been able to narrow the gap between the schools and business by discussing course content and methods with teachers. For example, take the matter of dictation in shorthand: When a graduate goes into a business office, she is apt to be confused by irregular dictation, interruptions, and repeats, to say nothing of the cigar in the mouth of the dictator or his window-gazing; so, NOMA has brought office realism to the classroom by having NOMA members dictate to advanced classes at regular intervals shortly before graduation.

Through the encouragement of Cincinnati NOMA, an office-practice course was introduced into the high schools four years ago. It has served to (1) prepare pupils in the operation of the common office machines and (2) prepare the nonshorthand pupil with a marketable service to offer the community.

• **Discussion Groups.** The plan for small discussion groups of teachers and office managers grew out of a remark a teacher made following an Education-Night meeting.

"If the opportunity had presented itself, I should have liked to ask several questions. I certainly should like to sit down with a small group of office managers and talk over some of our problems," she remarked. Small dinner meetings sponsored by NOMA have been the answer to that teacher's request.

The discussion groups are not advisory committees of school officials and business executives such as were organized five years ago; they are

for teachers and the counselors from the schools—the people who face the education problem firsthand.

• **City-Wide Proficiency Testing Program.** The city-wide proficiency testing program in shorthand, as developed over the past seven years, has been closely co-ordinated with the NOMA educational projects. Through the Department of Pupil Appraisal Services (an impartial testing department of the Board of Education), a series of shorthand proficiency tests are administered each year to every pupil enrolled in the advance shorthand classes.

In order that dictation in all classes is given in the same manner, recordings are used. A new series is prepared each year. The tests are administered by trained examiners and the pupil transcripts are scored by the Pupil Appraisal Department on a mailable-letter basis.

Usually four or five letters are dictated in a series, and the pupils are scored on the number of mailable letters produced within the allotted transcription period. Definite specifications have been established for a mailable letter, and all pupils are scored on these specifications.

The important consideration in a testing program of this type, however, is the use of the test results. A careful study of the type of errors made by pupils on the transcriptions provides a basis for remedial work before the pupil graduates. The results of these tests have also provided an important basis for the establishing of standards in shorthand. The relationship of school standards to the standards the employer expects on the job has been a bugaboo for many years. The proficiency that the pupil demonstrates in school, in relation to work performance on the job one year later, has provided a valuable index for school standards. It has also been of value in checking our shorthand-aptitude testing program, which is administered to tenth-grade typing pupils who plan to take shorthand in the eleventh grade.

These impartial tests results, as shown by the series of proficiency tests, are being used this year in another NOMA project: the reporting of each pupil's school record to prospective employers. The program of testing, especially with objective tests, will be further expanded through the facilities of an IBM test-scoring machine in the Department of Pupil Appraisal.

• **Pupil Records.** Under the stress

of employment conditions during the past few years, employers have sometimes hired beginning workers without a complete record or knowledge of their schoolwork. This lack of information has been a handicap to employers. Now the schools and NOMA have developed a new pupil-personnel record for every business graduate. Most of the data that employers need in the hiring of high school graduates is provided.

• **Award.** For the past five years Cincinnati NOMA has presented annually an appropriate award to a business student in the senior class in recognition of his outstanding scholarship in business education and his demonstration of the necessary personal qualifications essential to success in business.

■ **Educational and Vocational Guidance**—Statistics indicate that, for the next few years, the pupil enrollment in elementary schools will increase heavily while the enrollment in most high schools is going to show little gain over present enrollment. If the current labor situation continues, office employers are still going to be plagued with a lack of qualified office workers, even though our co-operative efforts may raise the standards of the beginning worker. The prestige of office work must be raised!

• **NOMA's Responsibility.** NOMA is doing a professional education job through its long-range educational program; one of the biggest contributions it could make, however, would be a planned program to raise the prestige of the office occupations and to sell to parents and educators the opportunities in the field of the office occupations.

Many general educators still feel that business education is narrow, skill-building preparation, with little attention to the general needs of the pupil. In the past, too many employers have wanted only a narrow, skill training for beginning workers; and this conception has been built up. It can be broken down only by demonstrating that employers do want beginning workers with a solid general education combined with the technical skills.

If NOMA can do the selling job that must be done with parents, educators, and office employers, it will be one of the biggest contributions that has been made in business education in many years. Cincinnati NOMA is now developing a guidance booklet that should serve as a valuable aid in educational guidance. It is a beginning.

Metropolis

In New York City, where the ambitious teacher finds reward and opportunity, the position of "first assistant" (department head) in a metropolitan high school is the goal of almost every business teacher. Competition is stiff, the requirements high, for the job entails great responsibility—and commensurate salary. The following account reveals the nine years' preparation that an experienced and competent teacher had to undertake before she could say—

So Now I'm a First Assistant

BELMIRA NUNES MIRANDA
Chairman, Secretarial Studies Department
High School of Commerce
New York, New York

At last, my ambition has been achieved, and I find myself waking to the reality of a First Assistant's job.

Many are the requirements to meet, the examinations to pass, the records to assemble—the points where one can fail. And each stage must be completed satisfactorily before one can go on to the next.

Even for the teacher with all qualifications in order and with adequate preparation for each stage as it approaches, a year is required just to go through all the steps.

So rigorous is the trial that it is no disgrace to fail; rather it is to one's credit to have tried.

A summary of items to expect, obstacles to overcome, as taken from my own experience may help others to cover the ground a little faster.

■ **Requirements of the Job**—It was way back in 1941 that I attempted the examinations for the first time. I really did not qualify then. Oh, my age requirement was all right. The requirements outlined in the circular issued by the New York City Board of Examiners prescribed age limits of "25 to 40," with the afterthought that "However, the maximum age limit is not applicable to persons serving in the public schools of the City of New York as a regular teacher."

• **Educational preparation** called for a baccalaureate degree, or its equivalent, and 30 additional semester hours of approved courses. Fortified with a Bachelor's degree from Radcliffe College and a Master's degree in Commercial Education from New York University, I felt strong enough in this regard, especially since I had more than the required 6 semester hours "in supervision and in administration and/or organization and 12 additional semester hours in approved professional courses such as Princi-

ples of Education, Educational Psychology, General Methods in Secondary Education, and Philosophy of Education" within the framework of the 30 additional hours.

Where I failed to meet specifications was in the requirement of 48 semester hours of "courses related to the subject." When I had taken the examination to be a teacher of stenography and typewriting, back in the early 1930's, all that was required was a Bachelor's degree and a knowledge of shorthand and typewriting. My technical training had been received in a business college in Boston.

So it was now necessary for me to gain the 48 semester hours of technical courses taken in a recognized degree-granting institution. Fortunately the Board of Examiners credited me with a number of hours of typewriting and shorthand on the basis of methods courses that I had taken. Then a sabbatical leave gave me the opportunity to take courses in Merchandising, Advertising, Business English, and Pitman Shorthand. Three summer school sessions added International Banking, Commercial Geography, Business Organization and Management, Office Machines, and Business Law to my technical equipment. A certain number of hours of English Composition were acceptable as preparation in this area, and I had had a few hours of college accounting.

• **Experience Requirement.** Five years of teaching the subject as a regular teacher, "three of which shall have been in grades above 8B," seemed reasonable enough. My experience was considerably more. In New York City high schools alone I had already spent seven years the first time I took the examination. Prior to that I had taught in the high schools of Puerto Rico, in the Highland Manor School and Junior College of Tarrytown, New York, and in the Cardozo Business High School of Washington, D. C.

• **Citizenship Requirement.** Applicants must be citizens of the United States or legal declarants of their intention to become citizens of the United States. Like many another American, my parents were immigrants, but I was an American by birth.

■ **The Written Examination**—Another obstacle to face is the written examination. Each time I took it, I succeeded in getting a mark sufficiently high to permit the examiners to summon me for subsequent tests. This written proof of one's competence comprises, first of all, *educational theory and practice*, "including the educational objectives and values of the applicant's subject, the means of realizing these objectives and values, methods of teaching the subject in secondary schools, secondary-school curriculum problems, educational measurements in the subject, methods of supervising teachers, the organization and administration of a secondary-school department, the relation of such a department to other departments and to the secondary school as a whole, and the educational problems of secondary schools generally." In the second place, it comprises *scholarship in the special field*, which includes a test on shorthand theory, office routines and equipment, typewriting parts and techniques, business terms, abbreviations, and other subject-matter knowledges. Furthermore, candidates must exhibit a high standard of written English.

■ **The Personal Examinations**—Once this hurdle is passed, only the least of your worries is over. The personal tests loom like a gigantic specter for those who have failed any one of them once.

• A supervision test to demonstrate the ability of the applicant to appraise the work of teachers and to recommend appropriate measures for the improvement of such work was my first stumbling block. I did not know then, as I learned later, that it is much better to list as many items as one can see in both matters that are commendable and those in need of improvement, with short reasons for their merits or deficiencies, than it is to list a few salient features and elaborate on them.

I practiced until I could list more than a hundred items that could be observed in a shorthand or typewriting lesson, and I made a study of things that could be done to improve any existing lack.

• The teaching test is one of those personal tests in which many candidates fall.

"The applicant is required to demonstrate a degree of teaching skill worthy of one who is expected to improve the instruction in a secondary school department. Personality, attitude toward pupils, and command of language" are also considered in this test.

When I arrived at the school in which I was to take the teaching test, the Assistant Examiner, who was the First Assistant in that school, gave me a number of books and some paper and told me what shorthand lesson I was to prepare to teach. He allowed me forty minutes in which to prepare a lesson plan to meet the situation.

I tried in that period of time to plan (a) for the review whereby to link the new learning with what the students already knew; (b) for the motivation so that they would see the need for the new learning and want to do the work; (c) for the presentation of materials that would be meaningful and of high frequency, with plenty of drill with variety; (d) for cognizance of the laws of readiness, exercise, and effect; (e) for use of multiple sense appeal; (f) for giving the students work to be read from the board and from the book and work to be written and read from their notes; (g) for inclusion of a medial and a final summary; (h) for correlation of the teaching of shorthand theory with English punctuation, word meaning, and spelling; and (i) for stress on business practices or office procedures wherever possible.

• The performance test, which consisted of taking dictation at 100 or 120 words a minute and transcribing on the typewriter, is one for which all candidates are prepared.

In my last examination something new had been added: performance on a mimeograph machine. Although I had been operating a mimeograph machine rather successfully for many years, it happened that the model on which we were tested was a much more recent one than the one I had been used to operating; but I passed that hurdle, too, happily.

• The interview test—shall I ever forget it? It came at the time my niece was graduating from a school in Massachusetts. I had received notice to appear for my interview on Monday at 9 a. m.; yet the college exercises in that small Massachu-

setts town were to take place on Sunday, the day before. To go or not to go, that was the question. The better part of discretion told me to stay home and rest in preparation for the final ordeal. But I went.

I returned home at about 4 a. m. the day of the interview. To my consternation, I found that the girl who did some of my household chores had taken a new dress, which I had bought especially for the occasion, and had pressed it on the right side, thus giving it a shine that ruined it forever. After staying up two more hours to steam it, I finally decided to give up and lie down for an hour. At seven I was up and getting ready for the most crucial of the personal tests. The chief examiner (bless him!) cheerfully asked me how I felt as I approached him; and I, equally cheerfully but not truthfully, retorted, "I never felt better in my life!"

• **Physical.** A complete physical and medical examination is given. If the candidate has survived thus far, he must certainly be in marvelous physical condition, so we can skip over this item quickly.

■ **The Professional Record**—One aspect of the test procedure is your presentation of a complete record of everything you have ever done academically and professionally to attest your "leadership" and professional qualifications. And, believe me, the appraisal given a candidate's record is something!

I knew all along that I would eventually have to assemble materials for this final step; but, thinking that the effort of compiling it would be wasted if I weren't invited to take that final step, I had put off getting my professional record put together. So, at the last minute I had to move frantically.

• **Professional Activities.** Over the years I had kept, as one does, an album of clippings, letters, pictures, articles, and so on, that attested to my personal activity and alertness in the field of business education. At the time I had participated in the activities, I had done so in many cases just because I enjoyed them; but now they were to serve the purpose of proving to the examiners that my services as a teacher showed "evidence of leadership, executive ability, co-operation, and service rendered to the school system or to the profession at large."

That album was a starting point. I had to add to it. Very helpful, I found, was the system of recording activities in vogue in the school in

which I had been teaching (James Monroe High School): At the end of each term, teachers are asked to submit on a form a record of his or her activities for the term, including clubs sponsored, courses taken, articles published, conventions participated in, honors received, devices initiated, and so on. We teachers jokingly referred to it as "the brag sheet." It wasn't until I needed a summary of my own activities, for inclusion in my professional record, that I realized the full significance and worth-whileness of that "brag sheet."

• **Other Records.** I wrote to all the colleges in which I had taken courses,

to get official transcripts of my records. This included undergraduate work as well as the graduate work, and it included also a record of the in-service "alertness" courses I had participated in.

With the transcripts in hand and with the help of the brag sheets and my own album, I compiled the whole record—the credentials, the list of extracurricular activities I had sponsored, the yearbook I had edited, the textbook that I had written with two collaborators, the articles published in our professional magazines, reference to the period in which I had served as an acting departmental chairman, all the professional organizations to which I

belonged and in whose activities I had participated, the professional magazines to which I subscribed, the demonstration lessons I had given—what an opus it turned out to be! *Had to be!*

■ **Finally**—Was it worth it? I should say so! The thrill of seeing your name on the accepted list after the series of endurance tests is worth all the struggle and suspense, all the years of trying and trying again.

So now I'm a First Assistant—with pupils I like and with teachers who have *that* look that suggests we're going to have a very fine time together.

BUSINESS TEACHERS

Good Housekeeping

It's June, and it's clean-up time—time to put things away and send things away, time for inventory, time for repairs, time for ordering supplies, time to round up a gang of student volunteers in old clothes and—

ventory, time for repairs, time for ordering supplies, time to round up a gang of student volunteers in old clothes and—

Get Ready to Be Ready for Fall

MARIE M. STEWART
Stonington High School
Stonington, Connecticut

I am determined, and I mean *determined*, that I will be ready to teach, and I mean *teach*, as soon as the bell rings for the start of the first class on the Wednesday after Labor Day.

In order to achieve this objective, I must do my planning now. I remember what I did last June, and already I have set down in 1-2-3 order exactly what I will be doing this June. . . .

■ **Housecleaning**—Leaving a clean room at the end of the year is a matter of pride with me. Such a policy is good business, also; for only by so doing can I be assured that everything worth saving will be filed where it can be found in September.

Here I am faced with a problem. Very obviously, I am not going to do this heavy job alone; and I doubt the value of *requiring* pupils to do it during a regularly scheduled class period. The solution seems to be to ask for volunteers from the senior class to help me after graduation practice.

On the appointed day, dungaree-clad girls and overalled boys will arrive ready to close shop. I must remember to have on hand the equipment they will need—dustpans, brushes, brooms, cloths, etc.

All the bulletin-board material that I might need for reference, everything that I think will be useful to me next year will be placed

in the top drawer of the green file. If I had no green file, I should get some empty sweater boxes and use them. A notation with regard to the whereabouts of these various items will be made in my notebook, for I am always amazed at the number of things I can forget from June to September.

Undoubtedly the weather will be warm, and certainly the activity will raise clouds of dust. Therefore, just before the final flick of polish is given, I shall go downtown and get some iced soda. (West of New England, this beverage is called *pop*. Northern New England dubs it *tonic*. Odd, isn't it?) Then we can sit around and refresh ourselves with the cold drink and with much bragging about our ability to do a good job the right way.

■ **Machine Repairs**—All our machines—typewriters (50), calculators (3), and duplicators (2)—are overhauled during the summer; and September after September, I have been annoyed to find that the typewriters were not in perfect condition. The mental remarks I have made about those repairmen!

I am now beginning to suspect that I may be partly at fault. Unless a person operates a machine, how can he know that the *a* on that Royal sticks or that the space bar on that Underwood skips? Definitely, I must think of some way to call attention to the repair needs of the individual machines.



Marie M. Stewart . . . including window shades

I could tuck a note under each typewriter, or I could roll a paper into the platen of each machine; but I can visualize what would happen: Some youngster would take out the paper, do his own work, and neglect to replace my note. Probably the safest thing to do would be to make a chart showing the placement and number of each typewriter. In the space devoted to a particular machine I would mention the difficulties we had experienced.

Perhaps the best way to follow through would be to write and tell the repair contractors what I have done and inform them that they can obtain the chart from the school secretary.

Right now I shall make a list of all the instructional supplies I shall need to keep me going for the first week. And right now I shall collect these supplies and put them in the closet in my room. That should take care of one obstacle to a smart attack.

■ **Textbooks**—All our books rest for the summer in a central repository, the book room. I shall try to get permission to lock my texts in my own closet. If the principal prefers that I use the book room, I must devise some way to enable me to get them out quickly.

During final examination week, a steady parade of book-laden boys marches through the halls to the book room. Upon arrival, each boy dumps his load on the nearest shelf

and saunters back for another armful. The disposition of the books is rapid; but the September opening-day madhouse proves the truth of the old saw, "Haste makes waste."

If I must use the central room, I am going to reserve a section farthest from the door; and I shall mark it with my name. I just hope it works.

■ **Defective or Broken Equipment**—The girls have torn more stockings on the leg of that table! And that chair is so shaky that it is a wonder it hasn't collapsed. The springs in all the window shades should be tightened.

I should mark all equipment that needs repair, for only a person who used it could know what ought to be done.

■ **For the Record**—I am going to type a list of everything I have done to get ready for next year, complete with details as to where I can find that which I have so carefully put away.

I shall make two carbon copies. The original will go to the school secretary for her files. One carbon will be placed in the top drawer of my desk, and the other will repose for the summer in my briefcase.

■ **Getting Myself Ready, Too**—So much for taking care of the physical surroundings; but my efficiency depends on more than textbooks, supplies, and equipment. I think I should prepare now to do a better teaching job next year.

To draw an analogy between business and teaching, I should say that the pupils are the cash customers in the education business. I ought to have some way of getting customer reaction to the goods and services I offer.

• I have some information already, but not enough. Each year during the final term, I ask the pupils in each class to list at least three of the things that they think I am trying to achieve in their class. Last year in the office-practice class, top priority was given to "to make ladies of us."

At first, I laughed. I thought of all the preparation for vocational competency, of all the work involving the development of correct business habits and attitudes. However, after I thought about it for a while, I came to the conclusion that this was good. Many of our pupils are first-generation Americans; some of them are from low-income families. If they thought that I was interested primarily in making acceptable social beings of them, then I must be making some progress toward that end. I am encouraged to continue to insist that they observe the amenities.

• I am going to do more along this line. Some day during the last week of school, I shall assign for homework the assembling of notes regarding the conduct of the class, the values inherent in the subject, and the weaknesses as the pupils see them.

The following day, there will be a guided conference led by one of the pupils. We shall probably call it a "clinic." I shall most certainly tell the class why we are having the conference and enlist their help in making me a better teacher.

From the results of the notes I have taken during the meeting and from the written homework of the pupils, I shall be able to revise and implement my work for next year. Who ever said that teaching was dull, doing the same things the same way year after year?

■ **Thus Endeth**—Now I think that my plans are complete. I think I shall be able to make the best use of my time on the very first school day. Of course, I shall have to do some work on course revision during the summer; but I think that will pay off in professional satisfaction.

At any rate, I will be ready to teach, and I do mean *teach*, as soon as the bell rings for the start of the first class on the Wednesday after Labor Day.



UNEXCELLED SHORTHAND RECORD for Tigard High School was again chalked up this year, with three students tying for first place in the state shorthand contest sponsored by Oregon State College. Students at Tigard have won the state contest for 24 consecutive years. The winners this year are, from left—Carolyn Levin, Beverly Kalmbach and Mary Ann Harradine. Seated at right is Mrs. Nellie Elwert, shorthand instructor at Tigard.

Opportunity—for You?

The new frontier in education appears to be the junior college field—fast growing, needing instructors, needing department heads. It is a frontier that promises much for superior high school teachers and college instructors who wish to advance more rapidly. But it takes—

Special Training for Teachers of Business for the Junior Colleges

LOUIS A. RICE

President, Packard Junior College
New York City

"During the next ten years, probably fifty thousand trained teachers will be needed by the junior colleges of America; and not a single agency has today a program ready to train them."

This was the startling announcement made by Dr. William R. Wood, Specialist in Junior College Education, of the U. S. Office of Education, in an address to the American Association of Junior Colleges a few months ago.

Not all of these teachers will be teachers of business, of course; but a considerable number of them will be. Where will they be obtained? This \$64 question may be worth consideration by business teacher-training institutions at the present because the demand will probably begin to be felt within five years—and that is none too much time in which to train a good instructor.

■ Present Junior College Teachers

—Where do the junior college teachers come from now? They come chiefly from two sources: (a) the college faculties and (b) the high schools.

Because of the slight difference between the ages of the current graduates of our business teacher-training institutions and the ages of the students in the junior colleges, relatively few graduates go directly from colleges into junior college teaching. The modern philosophy of the junior college, furthermore, rather precludes the employment of many inexperienced teachers, because the counseling and appraising function, which is a part of all good junior college teaching, requires a certain amount of maturity and experience. So does remedial work, which is another important aspect.

The colleges are noted for their policy of keeping their most promising instructors and letting out those who have not achieved promotion over a period of years. Likewise, the high schools, in the face of a decreasing enrollment, have been re-

leasing some teachers—and, in all probability, not their best ones.

The rise in junior college salaries has not surpassed the improvement of public school salary schedules in most localities to the extent that superior teachers have been attracted to the junior college field by higher pay.

■ **Negative Carry-Over**—Assuming, for the sake of argument, however, that the new faculty member in the junior college is no worse than the average of instructors in either high school or college, what does the transfer give the junior college?

- *The ex-college teacher* has been accustomed to using lecture almost entirely as a method of instruction. This is especially true if his classes have been oversize (as many of them have been in recent years) or if he has been teaching graduate groups. He has little to offer except his knowledge of subject matter. He talks and talks, oftentimes over the heads of the junior college students. He has to have a great deal more training and some entirely new concepts in order to become an effective junior college instructor.

- *The ex-high school teacher* has been practiced in "re-citation" and in question-and-answer. He uses these methods on his junior college classes because they are the only ones he knows. The junior college student, however, is fed up with that sort of thing. He recognizes it as "high-schoolish" and he will have none of it.

- *Worse than either methodology* individually is the meeting of the two types in the same institution where the student is jumped from one to the other as he changes classes during the day. His development will indeed be spasmodic. The administrator will find it necessary to remodel these two types of instructors. He will need to train both in the proper use of discussion; in motivating students to do outside reading and to bring in original contributions from their reading or from their experience or the experience of others; in the use of such tech-



Louis A. Rice . . . 50,000 more teachers

niques as the term paper, the annotated scrapbook, the field trip, and the problem-investigation report.

■ **Requirements of Junior College Teaching**—What should the junior college teacher of business bring to his job?

- *First*, he must have a genuine interest in the development of boys and girls into men and women—the education of the whole individual and not just his training in a particular skill. This means he must understand something about human nature and be willing to continue to try to understand it better.

- *Second*, he must know how to influence conduct and character so that it moves toward strength and further improvement. This must be done without the use of force or other autocratic control. He must know how to get the student to want to do what he should do. This means that he must know something about guidance of the individual through the means of a personal interview.

- *Third*, he must know the subject matter of the field in which he is to teach. High school teachers of bookkeeping rarely are willing to undertake classes beyond the principles of accounting. They should know the fundamentals of cost and tax as well as something about accounting problems and they should be willing to prepare themselves to teach these subjects. Teachers of the secretarial subjects should be able to bring to their classes problem situations beyond the range of the ordinary high school office-practice course.

Both groups should have practical experiences on which to draw in order to illustrate their teaching. Both should be grounded in general business and should be able to integrate



25th ANNIVERSARY. Many teachers have been given teas to celebrate such an event; but few have been given the wonderful surprise party that the people of Milton, New Hampshire, gave their beloved school teacher, Marjorie E. Goodwin. The picture shows Miss Goodwin holding one of her many gifts—a plaque presented by members of classes from 1925 to 1950.

it with their teaching of the major concentration.

■ **The Broad View**—The junior college, perhaps more than any other institution beyond the high school, offers a program of what is currently described as general education. The general business subjects, economics, law, business organization, insurance, and labor relations, constitute a very important part of general education and require the services of broadly educated teachers of business. This is another great need that will have to be supplied.

The instructor in any of these fields must be able not only to guide the learning of students in his particular subject or subjects but also to relate his teaching to other portions of the curriculum, such as English, government, science, sociology, and psychology, so as to develop a well-rounded individual through the whole program of education for wholesome family life, for vocational success, for worth-while contribution to society, for international understanding, and for spiritual uplift. There will be very little demand for the narrow specialist devoted to minute subject-matter research.

• *It is in student personnel work that the prospective junior college*

teacher will need to do the most in the way of adjustment and study. Usually the term *student personnel work* is thought of as referring to the duties of the dean or the director of guidance, but it is a necessary part of the equipment of everyone who hopes to be a successful instructor of junior college students. The reason for this is that the teacher, seeing the students several times every week, is in much better position to observe traits that need correction or improvement, to rate attitudes in terms of such commonplace situations as punctuality in attendance and in turning in assignments, co-operation in the activities of the classroom, social contacts with others, work habits and many others, than is an administrative officer with whom the student may have only occasional contact.

The personnel work of the classroom will have to be supplemented by conferences with individual students or perhaps with groups of two or three whose problems are common. The instructor must be able to see the student's point of view and be able to make him see the inconsistency or fallacy in it if it is wrong. He must be prepared to make some contribution toward the solution of the problems of such cases as the following:

A, who possesses an I.Q. of 120 but who has never been required by any school previously attended to do better than a C grade of work.

B, who has good native ability and a fair amount of ambition, but is hampered by deficiencies in fundamental English, whether in reading, vocabulary, or spelling.

C, who cannot give a response in class without a feeling of extreme self-consciousness.

D, who avoids social contacts, both in and outside of class, in order to pursue an individual hobby.

E, who is sure that the best method of getting along in class is to sit back and listen while others talk.

F, who believes himself to be better than his fellow students by reason of the wealth or the social position of his family.

These and many other types are to be found in the average junior college body and the traits described occur in any number of combinations.

■ **Summary**—The expansion of the junior college field of instruction means new opportunity for thousands of teachers—including business teachers. But the requirements for success as a junior college instructor are different from those of the college or high school teacher, and so the research scholar from the university and the pedagogue from the high school will need to add to their knowledges and professional skills if they hope to make the most of junior college openings.

The person who aspires to be an effective junior college instructor must be a master in human relations; he must study psychology, guidance methods, interview techniques, youth itself. And this is in addition to increasing his knowledge of his subject area, of methods of teaching, of the broad arena of learning.

How will these teachers be trained? By their own efforts? By business teacher-training institutions? By the junior colleges themselves?

Your Professional Reading

E. C. MCGILL

Head of Department of Commerce
Kansas State Teachers College
Emporia, Kansas

By now you must have the fishing tackle or camping equipment all repaired and packed for that wonderful vacation in the mountains or at the seashore. This may seem a very poor time to introduce more new books you should add to your professional library. Yet, some of you will be working part of the vacation in a summer-time office job; so, for those, this month's reviews are devoted to the field of jobs and office management.

■ **On Getting a Job**—This time of year thousands of young men and women are trying to find their places in American businesses. More than 60,000 persons will receive undergraduate degrees in business from the colleges and universities of our nation. Many more thousands are graduating from high schools, business colleges, and special trade schools. Each of these young people is interested not only in getting a job, but also in getting the right kind of job and being able to hold the position.

Ruth Hooper Larison, moderator of the Job Finding Forum of the

Advertising Club of New York, relates in her new book, *How to Get and Hold the Job You Want*, some of the valuable information gained from the Forum's ten years of helping people "package" themselves for the right job.

This publication may be obtained for \$2.95 from Longmans, Green and Company, 55 Fifth Avenue, New York.

Moderator Larison has used the personal "you" approach in presenting the vital facts of job finding. Many of the general principles that we have heard talked about are assembled into a practical one-course approach to job finding. The commonly recognized procedures are analyzed in ten steps by presentation of a thorough discussion followed by typical questions and answers. In addition to discussions of experience, self-analysis, market, campaign, portfolio, letters, interview and job adjustment, there is one chapter devoted to the technique of interviewing the applicant and another devoted to telling how your community can establish its own Job Finding Forum.

■ **Office Managership**—Office business is big business today. It is vital to the successful operation of all businesses and industries, large or small. Many thousands of new office workers enter the field every year. With each new employee in the office new problems in office management also arrive.

• *Business Bourse*, 80 West 40th Street, New York 18, has recently released J. George Frederick's new book, *Introduction to Modern Office Management*, for \$3.50. Mr. Frederick, president of Business Bourse, is a business analyst and consultant in office management.

This publication is designed to assist the office manager who needs a refresher course, as well as to assist the neophyte and business teacher concerned with training future office managers. Typical chapters include a discussion of Office Standards, Selection and Training, Output, Work Schedule Boards, Work Simplification, Office Discipline, Morale, Organization, Paper Work, Housekeeping, and Cost Efficiency.

This is not a book of pictures and illustrations. It's a straightforward narrative attacking the pressing problems in office management.

• *Another new publication* in the office management field recently released by Richard D. Irwin Company, of Chicago, is designed as a



Book Editor McGill . . . is going fishing

collegiate textbook or reference for an office management course. George R. Terry, a management consultant in Chicago and of the School of Commerce of Northwestern University, has delivered a very complete and thorough book entitled *Office Management and Control*, for \$5.00.

This book is organized in 36 chapters covering over 800 pages, well illustrated with pictures and appropriate charts.

■ **Business Correspondence and Reports**—Although we should be concerned with problems of office management and job welfare, we must not overlook the important area of communications.

• A new book entitled *Business Communication*, by Everett C. Marston, Associate Professor of English, Northeastern University, Boston; Loring M. Thompson, Executive Assistant to the President of Associated Colleges of Upper New York, Plattsburg; and Frank Zacher of the Norton Company of Worcester, Massachusetts, has been released by The Macmillan Company, 60 Fifth Avenue, New York, for \$4.50.

This book has been produced in co-operation with sixty-five major, big-business firms over a 9-year period, so as to carefully correlate business practice with academic thinking.

The book has three major subdivisions: Written Communication, Graphic Communication, and Oral Communication. A total of 32 chapters are devoted to these three basic means of business communication. Although this book is designed as a college text, it could also serve as an excellent general reference and source book in basic communications as applied to business.

■ **Unique Office-Practice Outline**—You should hear just a little about the new *Office Practice Manual* developed by Irene Place, of the University of Michigan. Copies of this duplicated manual can be obtained from the Department of Public Instruction, Office of Vocational Education, Lansing, Michigan, for \$1.50.

The material is divided into 14 units, which are subdivided into discussion topics of appropriate length for one day's lesson. The units include job interview, personality development, job attitude, meeting office callers, transportation, filing, attending the mail, and other pertinent office problems. Each topic contains purpose, narrative, reference, what to do, and tips to the teacher. Your office-practice class can use this one-semester course.

■ **Have a Good Summer**—Go ahead now! Have a nice summer so you can come back next fall and attack your job with new vigor. Just one favor please! If you have read this column with disgust, pleasure, or indifference, drop a line telling me how the job can be improved. Tell me about some special feature you would like to have included in next year's releases.

Now—this typewriter will take a rest and our book shelf will collect a little dust until September, while your writer tries his luck at catching a fish or two.

We Sell Pencils

We solve an old problem and make money for our Commercial Club—it'll work for you, too.

JOHN P. HOFER
Madera Union High School
Madera, California

The class bell is ringing. Thirty-five students are in their seats.

"Surprise quiz today," you announce, and before the bell has finished ringing the tests are passed out.

Thirty-three students are a model of concentration; two—are not.

"What's the trouble with you two?" you ask, trying not to be sarcastic.

"No pencils," is the reply—one of the little things that tax your patience at the close of a busy day. I've heard many a teacher sigh, "Some children would forget their

heads if they weren't fastened down."

■ **What to Do About It?**—Every experienced teacher has a kit of solutions to that problem, none of them adequate. You can—

1. Scold
2. Lecture on citizenship
3. Give an extra test
4. Assign detention hours
5. Send culprit to office
6. Give an F for the day
7. Give them your own pencils
8. Encourage other students to share their pencils

We don't do any of those things. We simply sell pencils.

And when I say "sell pencils" I don't mean in the book store or in the high school office; we sell them on the spot, where they are needed—in the classroom.

■ **Club Finances**—Our Commercial Club was looking for a source of revenue to finance club activities. It was the students who hit upon the idea of selling pencils to make a little cash for the treasury. To me, the teacher, the project provides a magic solution to an old problem.

Teachers in our school who co-operate in the project simply "check out" twenty pencils for cash or credit. Then, any pupil who doesn't have a pencil when it's needed in the classroom can have one—for a nickel.

The profit is small, but the moral is pointed—especially when the careless Carls find themselves buying a new pencil every day.

It's a good moral, too. I used to teach in a wealthy school district where pencils and paper were furnished free; to my surprise, this was the school where "no pencil" was worse than in the buy-your-own schools. I tried everything—scolded, lectured on citizenship, and so on; and the halls were virtually littered with pencils. I saw brand new pencils broken in half to be shared with a wayward buddy.

■ **Money's Worth**—Our Commercial Club, please understand, furnishes good pencils, usually with a football or a basketball schedule printed on the side. We've had ads. We've had slogans. The sky is the limit for the printed message you can have inscribed.

Your profit will be short of 2 cents per pencil, but there is a steady market: With 180 selling days a year, you can make \$36 for your club by averaging ten sales a day.

And the lessened strain on the nerves of a teacher—of a whole faculty, for that matter!—is worth more than the profit.

After Five Years

Doctor Anderson wrote, "During the past five years I have reviewed more than 300 so-called research studies. Occasionally I have come across a study of real merit, and I was glad that I had read it. But, by and large, the studies that have been completed in the name of business education have contributed little or nothing to the field and have represented a tremendous waste of time, money, and effort. And I have regretted the time spent reading them." So BEW asked her to be specific, to tell us—

What's Wrong with "Research" in Business Education

RUTH I. ANDERSON
Texas Christian University
Fort Worth, Texas

What is wrong with research in business education? Probably our research has about the same weaknesses that would be found in any other area. But that is no excuse. A great many things are wrong with our research, and it's high time we looked the facts squarely in the eye and decided to do something about this situation.

■ **The Imperfections**—It would be impossible to list in one article all the imperfections existing in our research, but here are some of the most glaring weaknesses that I have found over and over again in recent studies.

• 1. *The foremost weakness* can without doubt be traced directly to our educational requirements: So long as we insist that every individual who desires to do graduate work must do research, just that long will we have research of an inferior quality.

Not all teachers and business educators are deeply interested in research; and many persons who are interested in research are concerned only from the angle of the consumer, not the producer.

It is true that some schools have dropped the requirement of a thesis for a master's degree, but how many schools grant doctorates without the completion of a doctoral dissertation? The idea that everyone who receives a doctor's degree must complete a dissertation is as old-fashioned as the idea that all doctoral candidates should master two languages. There seems to be just one reason for continuing these outmoded requirements: Those of us who have completed our doctorates are probably so afraid the younger generation may have an easier time earning an advanced degree than we did that we will not even con-

sider the possibility of changing degree requirements. Naturally this leads to poor research. Research that is conducted solely to meet a requirement rather than to present real interest will nearly always have serious weaknesses in it.

• 2. *Too many studies duplicate previous investigations.* In some instances, of course, the duplication of research problems can be justified. Such duplication may be necessary in order to test the validity of the findings of previous investigators. In other cases there can be little justification for such repetition.

I, for one, am tired of reading studies on the history of shorthand. Likewise, studies analyzing transcription errors are becoming monotonous. Since the findings of these studies have been so similar, further research is not only unnecessary but wasteful.

• 3. *Too many studies conducted by individuals should have been attempted only by a group.* Americans are definitely individualists; and according to our graduate school requirements, graduate studies must be conducted on an individual basis. It is considered neither "cricket" nor "legal" for a number of students to co-operate in the solution of a single problem, even though such co-operation might result in far more valid and reliable research than is now being obtained.

It is time that educators gave some consideration to the possibility of conducting research in which a number of graduate students using identical procedures might participate. Thus a study that is beyond the available time and resources of one student might be conducted by several persons, each person investigating a different phase of the problem. Co-operation of this nature has unlimited possibilities, and progressive educators might well consider the use of some such techniques in their

research programs. If several studies were conducted at various points throughout the country in which the investigators attacked the same problem, used the same procedures, and employed the same measuring devices, it would then be possible to know how much dependence could be placed upon the findings of each individual study.¹ Even allowing for the variables which could not be eliminated in the different localities, the findings of such studies should certainly carry far greater weight than is now possible.

• 4. *Many studies are nothing but reports.* For example, the preparation of teaching materials that were not tested in experimental studies contributes little to research in business education. Whether such studies can even qualify as research is questionable.

In a few of the studies reported as experimental, the investigations were merely reports of the teaching procedures used by the investigators in which no attempt was made to control the experimental factors. Before undertaking the study of any problem, the investigator should be certain that the problem qualifies as research.

• 5. *The value of some of the topics selected for investigation is questionable.* In some cases it is evident that the investigator was frantically looking for some entirely new problem; in other cases, that he was simply trying to get a study done in the shortest possible time.

For example, studies in which comparisons are made of different editions of shorthand texts can contribute but little of value. In many instances, no doubt, the publishing company already has done considerable scientific research before publishing the new edition; and these results could have been obtained without further study.

• 6. *Too many research studies have been improperly supervised.* There is evidence in some of the reports of research that little or no supervision was given to the graduate student studying the problem. It is true that many persons who are supervising research have too heavy a teaching load to permit proper guidance of the young research worker. But it is the responsibility of the school requiring such research



Dr. Ruth Anderson . . . criticizes

to make better supervision possible.

The research studies of graduate students can be of value to the student and can contribute to business education only if the supervisor or chairman of the student's graduate committee supervises the work closely.

• 7. *In too many studies the questionnaire method has been used, simply because it was the easiest way in which to gather data,* not because it was necessarily the best method for the solution of the problem. The opinions of authorities and experts in the field may be valuable, but their opinions should not be considered the basis for a questionnaire study unless this is actually the best way to collect the data. The popularity of the questionnaire method undoubtedly arises from the fact that the majority of research studies are conducted by graduate students who have limited time and financial resources. But certainly no one's time is more limited than the time of the authorities whom students expect to complete the questionnaires. And in many instances the questionnaires are so long and involved that no one could complete them with any degree of accuracy.

Consider the case of the questionnaire that was eleven pages long with five columns on each page. Or a recent study in which items were to be ranked in order of importance from 1 to 27. It's very doubtful whether the teachers to whom this questionnaire was sent would be able to rank those items in the same order a week later, or even a day later. Obviously findings and conclusions based on such questionnaires are neither valid nor reliable.

• 8. *The investigators made little*

effort to secure a high percentage of returns in the majority of studies employing the questionnaire method. A return of 28 to 30 per cent was not at all unusual, and apparently the investigator considered such a return sufficient. The percentage of returns could have been increased in many cases by the use of well-constructed questionnaires. Related items should have been listed together, and questions should have been so clearly phrased that there could be no misinterpretation by the reader.

And while it seems trite to say that the questionnaires should be well duplicated and attractive in form, the fact remains that here's one reader at least who is tired of straining her eyes over mimeographed forms that are not even legible.

• 9. *There is far too much evidence of "padding."* In one thesis studying the hearing requirements in shorthand, 149 of the 177 pages discussed hearing in general rather than the problem as it applied to shorthand. In a study of the teaching of shorthand in the high schools of Texas, 58 of the 70 pages did not deal with the manner in which shorthand was taught in Texas but with the subject of the best methods to use in teaching shorthand.

• 10. *The procedures followed were frequently insufficiently described.* In many instances, the number of cases included in the study was not mentioned at all. In studies of transcription errors, frequently no explanation was given of what constituted an error. In a study of the quality of shorthand penmanship in different teaching methods, no definition was ever given of "formal drill," the keynote to that entire study, nor was any particular drill or amount of such practice ever prescribed. In still other studies, the procedure as outlined was so sketchy that even the exercising of a vivid imagination couldn't reveal just what the investigator had actually done. In one study of "popular shorthand systems" no statement was ever made as to the basis used to select the five systems of shorthand included in the investigation. In fact, some persons might question whether there are "five popular systems of shorthand" in the United States.

• 11. *In other cases investigators failed to recognize that because certain procedures were followed, this did not necessarily mean these procedures would be recommended for everybody.*

¹Bright followed such a plan in her study in 1949, *Student Achievement in One Year of Shorthand in the Accredited High Schools of Texas*, in which she used the same procedures, techniques, and testing instruments as were used by Hosler in his study of this problem in the state of Indiana.

One researcher recommends, "Every commercial department should sponsor a school paper." The fact that approximately 58 per cent of the commercial departments surveyed did organize, type, and duplicate the school paper does not necessarily mean that this is a good procedure.

Or, the "Functional Method should be used extensively in all high schools, and the State Department should adopt the textbooks for use. This Method is used by all higher institutions." This recommendation was based on the fact that a majority of the teachers reported that they were using the Functional Method. No data were presented for the latter part of the statement.

And still another person writes, "Personal-use typewriting should be required of every child in high school," a recommendation based on heaven only knows what!

• 12. *Most of the experimental studies were not conducted over a sufficient period of time to result in valid findings.* Many studies comparing the relative value of different teaching methods were conducted for only one or two semesters. If these studies had been continued for three or four semesters, the findings would have had much greater validity.

• 13. *Little effort was put forth to control factors that obviously would influence the results.* A few investigators did administer intelligence tests and English tests to the subjects participating in their research, but all too often the control and experimental groups were set up on the basis of teachers' marks. Surely no criterion that is as variable as teachers' marks can be suitable in experimental research.

Most investigators gave little consideration to the various methods of teaching used in the different classrooms, the differences in efficiency of instruction, the personality of the teacher, the amount of time spent by the students in preparation, homework assignments, length of class period, the students' environment, and the interest and effort of the students in shorthand.

In almost every case, the person conducting experimental research concluded that undoubtedly his findings were greatly affected by these uncontrolled factors. True, not all these factors can be controlled; but many of them could have been and should have been if the problem were to be classified as research.

• 14. *No comparison could be*

made of the findings in many investigations of the same or similar problems, because the criteria used to measure achievement were so varied. This is particularly true of studies of prognosis, teaching methods, and shorthand achievement. In very few studies was any attempt made to determine the validity or the reliability of the tests used to measure achievement.

Frequently, shorthand achievement was measured by a shorthand dictation test in which no mention was made of the source of the test, the difficulty of the vocabulary or the syllabic intensity, the length of the test, or the rate at which the material was dictated. Obviously if none of these factors are controlled or reported, no comparison of the findings is possible.

• 15. *Bias on the part of the investigator was all too frequently evident, especially in studies comparing teaching methods and shorthand systems.* For example, one person phrased his problem thus: "To show the superiority of the direct-method system over the rules method."

Frequently there was a serious possibility that the teachers contributing the data were also biased, yet no mention was made of this in the researcher's conclusions. Neither did most investigators seem to realize that it was impossible to determine by a questionnaire whether teachers were actually using the teaching methods as planned and outlined by the authors. Although the data showed that many teachers who claimed to be teaching by the Functional Method were simply using the Functional Method texts and modifying the procedures to meet their own particular desires, these people were considered by the investigators to be "teaching" the Functional Method.

In almost every study of teaching methods and of shorthand systems, the teachers favored the method or system most recently introduced, so that in these studies it is quite possible the data represented biased opinions.

• 16. *Discrepancies frequently appeared in the statistical tables included in the studies.* Figures presented at various points throughout the study were not always in agreement. Naturally most business teachers are not expert statisticians, but there is little excuse for those studies in which the investigators prepared new teaching materials to use in their classes yet gave incor-

rect shorthand outlines for some of the most common words and phrases.

• 17. *Many investigators were unable to analyze their findings intelligently.* Surely if the findings of a study might be questioned, it should be the responsibility of the investigator to point out this fact. Yet in a study of transcription rates in 1938 in which over 40 per cent of the teachers in the survey reported that they required a minimum rate of 20 words a minute, this finding was accepted at its face value. Of course, no one would question the word of a school teacher; yet I'd like to know by actual test that the students in those teachers' classes actually were meeting those minimum standards.

And to cite another case, in a study comparing the advantages of stenotype and shorthand in which only 22 of the 42 stenotypists wrote shorthand, 33 reported that stenotype was easier to transcribe than shorthand and 34 reported that it was more accurate. Yet only 22 of these persons had ever studied shorthand and were thereby qualified to make such statements. Surely in this study the findings were partially based on opinion rather than fact, yet no mention is made of this point by the investigator.

• 18. *In too many cases, no definite conclusions were ever reached.* Probably all educators tend to be cautious. We seldom will make a statement without limiting it with some such phrase as "in most cases" or "probably." This places the investigator in a fairly safe position but often greatly limits the value of the findings.

• 19. *Too many investigators have drawn conclusions that were not based on the findings.* For example, absolutely no data were given to support these statements made by one investigator: "It takes more effort to learn shorthand by the sentence method." "The individual has more confidence in himself and is more interested in the sentence method than in the word method."

And another investigator, blithely disregarding his lack of data for such conclusions, writes: "The sentence method of learning elementary shorthand requires greater concentration." "More effort must be put forth in learning shorthand by the sentence method." "Too much time is wasted in learning shorthand by the word method." "The sentence method develops greater confidence."

What Are You Doing This Summer?

ESTELLE L. POPHAM
Hunter College
New York, New York

Most people in this workaday world have two weeks out of fifty-two for which they can and usually do plan a "bang-up" vacation designed to provide mental and physical therapy to carry them through another year.

Teachers, however, usually have generous vacations during the school year (you know: Christmas, Easter, between semesters, and the usual legal holidays that everyone enjoys) and two or three months "free" in the summer. It is no wonder that teachers are, in at least this sense, the envy of everyone else.

But of course we teachers, who get paid for when we work and not for when we don't, don't have the funds for a "bang-up" vacation in the usual sense. Once in a while we can devote a summer to travel—no one denies that "travel is so broadening." Once in a great, great while we can devote a summer to, shall we say, "nonpurposive activities."¹ But most of us have to plan seriously for bread and butter.

■ Bread and Butter—To most of us, planning for bread and butter is long-range planning: getting ready to have more b&b next year and the years after. That calls for things that look well on our experience records and lead to salary increments and promotions. So, let's consider suggestions for professional growth this summer.

• **Summer School.** One of the sure ways to climb professionally is to achieve a higher degree; and to most teachers that means summer school. But don't think of summer school as a straight six-week course *only*; if you're really eager to finish a degree, you can usually attend an "intersession" course for two or three weeks before the regular main session begins, six weeks of main session, and possibly even a "post-session" course for a couple more weeks. Or, at some schools you can attend both of two 5- or 6-week sessions. Thus, you can earn as many as twelve credits in a summer if you really want to.

Don't think of summer school as a kind of martyrdom. When a graduate of your school tells you he has

started going to college, you don't give him sympathy, do you? Summer school is fun; it provides opportunity to work, play, exchange solutions to problems, the chance of meeting specialists and numerous guest dignitaries, a contagion of professional spirit.

It isn't easy to evaluate the dollar value of a higher degree, but most salary schedules do take into consideration this achievement; and there is always the possibility of changing to a higher position because of having a higher degree. It is unfortunate that, at present, summer-school expenses are not deductible for income-tax purposes; but it is encouraging to know that the National Education Association is moving mightily to obtain such tax relief.

• **Summer Workshops.** A comparatively recent innovation in summer-school programming is the workshop. It is an intensive co-operative course conducted by a group of teachers interested in a common problem; together they seek the answer to the problem. A workshop is held for a shorter time than regular courses and operates for the full school day rather than in the period-a-day pattern of regular courses.

Some samples: A number of universities offered one-week and two-week sessions last summer to help teachers become familiar with the new shorthand manuals. One university conducted a one-week workshop to help teachers increase their personal speed in typing and shorthand. Another held a workshop to prepare materials for a new state curriculum guide and new courses of study in business subjects. Another workshop was set up so that participants could visit business offices and prepare job specifications of the duties for which they were training students.

That's the pattern—a group of teachers working together (and very pleasant it is, too) to solve a common problem. For the teacher who is not concerned with collecting college credits, although some workshops are accredited, but is mainly interested in solving a problem or brushing up on new developments, the workshop is especially attractive.

• **Campus Conferences.** Most universities sponsor an annual summer

■ Not Exceptions—Many readers may feel that the examples I have given in this article represent unusual cases that occur infrequently. But that is not the case. You need only read a number of recent studies in business education to find that not only are they weak in content but all too often are also *not even prepared according to good form*. There are many reasons why individuals may be unable to do an acceptable quality of research, but there is no excuse for business educators being unable to prepare manuscripts that are letter-perfect in form.

Administrators could eliminate this last criticism by setting up a standard style that would be required of all students. And better yet would be the plan whereby a recognized business education association would adopt a standard manuscript form for all research conducted in their universities and colleges.

■ Research Consumers—Yes, I'm tired of poor research. We'll have poor research as long as universities and colleges make this a general requirement of all graduate students. Personally I'm far more concerned that my students shall be intelligent consumers of research than that they shall all produce research.

Isn't it possible that many of us would be contributing much more to business education if we devoted our energies to making recent research studies available to our students and then to teaching these students how to evaluate them? For, in the last analysis, it is not the person who does the research who is most injured by its weaknesses and imperfections. He is, as a rule, only too familiar with the mistakes he has made. But it is highly important that the persons reading the reports of such research be able to look below the surface, to know that all statements must not be taken at their face value.

It is conceivable that sometime in the distant future research studies in business education will be undertaken only by those persons who are vitally interested in research. And such work may even be sponsored by research foundations that are properly financed. In the meantime, with our present "mass research requirements," we had better recognize that most of our graduate research is simply a training situation, the findings of which must definitely be taken with a grain of salt!

¹Or, frankly, loafing.

conference. It lasts a day or two or three and brings to the campus top leaders. The purpose behind such conferences is triple—to attract to the campus teachers who may become interested in taking courses in the future; to provide special attractions to enhance the value of summer sessions; and to fulfill every university's obligation to serve its region. Accordingly, such conferences are usually very fine affairs.

More and more schools are using new conference techniques. Last summer, Ohio State, Michigan, and Northwestern experimented with "group dynamics," and it turned out so well that they're repeating with more dynamics techniques—and Wisconsin is joining them in the planning—so that the same "polished" performance will be given on each campus.

In addition to formal speeches by leaders and group discussions, the typical summer conference in business education features also a spirited social, reunion atmosphere that makes conferences fun to attend—as well as worth while professionally. Even if you can't plan a full summer's study, do plan to take in whatever conferences are scheduled near you.

■ **The International Conference—**Probably the most glamorous activ-

ity open to the business teacher this summer is the opportunity to participate in the meeting of the International Society for Business Education in Denmark for twelve days.

Teachers may join the eight-point course offered by New York University, "Business Education in Western Europe" [see page 348, March BEW], which will include attendance at the International Conference meetings plus visits to numerous schools and business institutions in France, Denmark, Germany, Norway, Sweden, and England. It's a wonderful opportunity for entry into many institutions not available to the usual tourist—but all at tourist rates.

■ **Work Experience—**With an eye to bread and butter for now as well as for next year, many business teachers will doubtless scout around and find a summer's job closely enough related to classroom work to come under the category of "work experience." Many articles have enumerated the reasons for doing this and have pointed to the values accruing to the teacher and through him to his students. Some skeptics have hinted that not every office job gives office experience—that, for example, there may not be a whole lot learned by typing form letters all day every day for the summer.

Accordingly, the teacher who goes to work this summer should keep his eye on several aspects when he accepts a job: Get a job that pays, yes, but get a job that is sure to give the values that guarantee making the summer's experience one that can be pointed to along with other professional credentials.

Some universities (Ohio State, Northwestern, Michigan, to name a few) have instituted work-experience programs for credit, which seems a happy solution to the whole problem. The schools assist business teachers in obtaining summer positions at current salaries and then provide also weekly seminar discussions so that fullest value may be extracted from the experience; fortified by an evaluative paper or two and some research, the program carries graduate credit and that is a help in obtaining a higher degree. It is especially valuable; for, by pooling their experiences, the participants can draw implications that would not be drawn by a teacher working alone.

■ **Conclusion—**The teacher shortage is becoming a thing of the past; competition for good positions is becoming keener each year. The teacher who hopes for advancement cannot sit still. Like Alice, he must run to maintain his relative position

DISTRIBUTIVE EDUCATION

In-Service Courses for Adults *One of the most successful programs in D. E. is the Connecticut pattern for adults. State Supervisor Dorsey tells here the basic reasons why Connecticut selected a long-range program, and he tells—*

How Connecticut's Adult Training D.E. Program Is Organized

JAMES A. DORSEY
Consultant in Distributive Education
Connecticut State Dep't of Education

The Connecticut plan for distributive education for in-service adults is an attempt to build a sound program based on the answers to these two questions: (1) What type of training does the rank-and-file retail worker in a selling or sales-supporting job really need? (2)

What type of training does he really want?

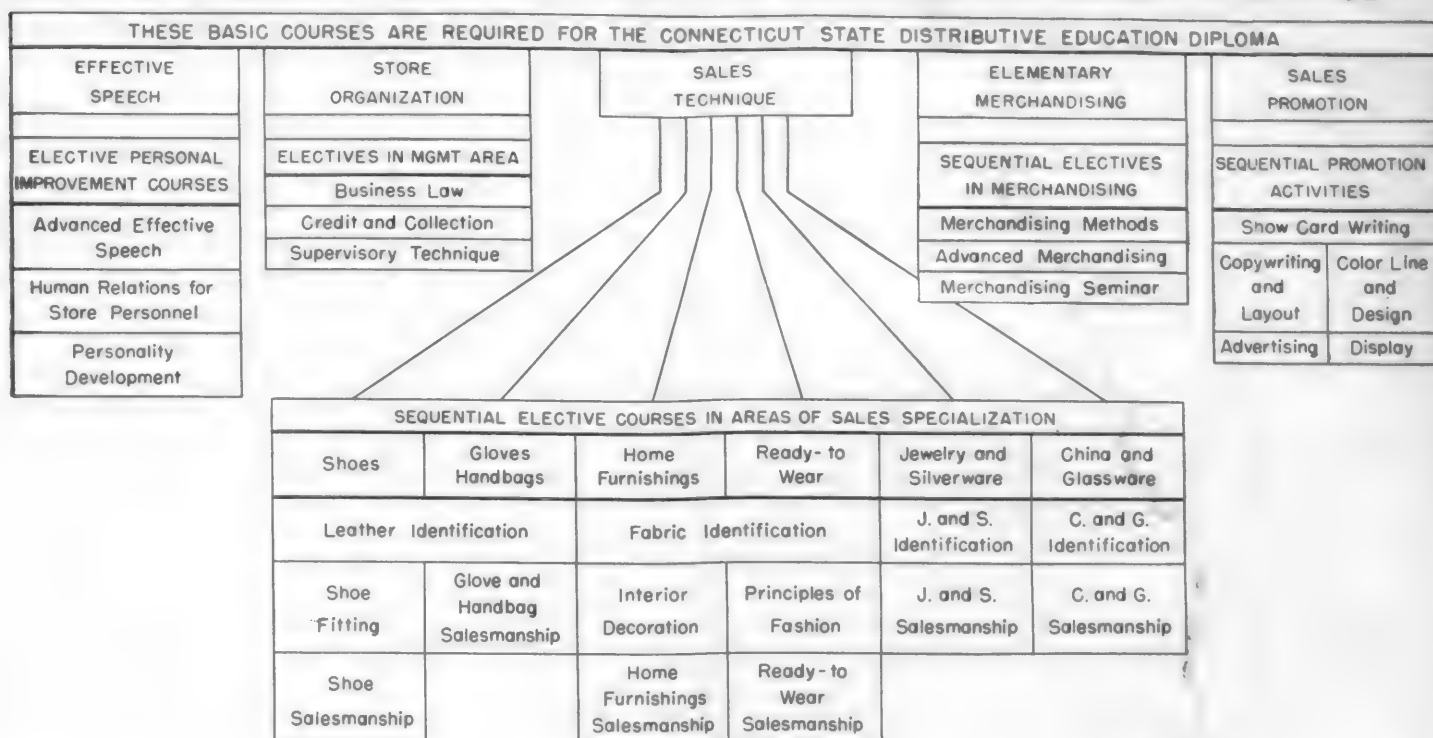
■ **Needs Versus Wants—**The retail worker certainly needs an appreciation of his place in the whole field of distribution if he is to perform most effectively. He needs information that will upgrade him in the performance of specific job skills, and he also needs a knowledge of the job ahead. Fundamentally, there is

not much difference between what he needs and what he himself wants, but he expresses it a bit differently: He wants to do a better job in order to earn more money, and he wants to be eligible for promotion.

Anyone who has wrestled with the problem of organizing and operating adult in-service retail training programs knows that there is a wide gap between (a) what the employee wants in terms of money and promotion and (b) his understanding of the value of training in the achievement of those goals. In general, there are two extremes in such employee thinking.

• **Know-It-All.** On one side of the scale is the individual who thinks that all job knowledge spring simply from performing his daily work on the job. He says, "I've been selling for ten years. Who can tell me anything that I haven't al-

THE CONNECTICUT PLAN OF DISTRIBUTIVE EDUCATION FOR ADULTS IN SERVICE



ready learned from experience?" Often this worker also feels that eligibility for pay increases or promotion is a matter of seniority rather than of performance.

• *My Raise, Please.* On the other extreme is the worker who is well aware that courses in retail training can help him attain his objectives; but he asks, "I have now taken six courses. Where is my raise? When do I get promoted?"

Of these two attitudes—and, of course, there are various gradations of them up and down the line—the latter is the easier to cope with when operating an in-service distributive program. The type of employee who patiently sits through classes and then demands his raise will at least enroll in our program; it is up to us to help him in the selection of courses that will best meet his individual needs and to instill in him the knowledge that it isn't what he has learned that counts, but rather the degree to which he applies to the job what he has learned. The employee who feels that nobody can "teach" him anything is the prime problem, for he must somehow be attracted to enroll in the first place if we are to do him any good.

■ **A Long-Range "Program" is Required**—We in Connecticut have reached the conclusion that, in order to attract and train both groups of these retail people, we must build and operate consistently a full-fledged state-wide, long-range, formalized "program." We believe it is of little avail to offer scattered

courses in some of the cities and towns some of the time. *We believe we must sell a whole package,* not merely the assorted contents. We do not feel that shot-in-the-arm training is for us.

• *Pattern of a "Program."* The courses must be logically related one to the other; they must be offered consistently; there must be no overlapping of course content. The program must be balanced with respect to number of courses in retail fundamentals and number of specialized courses, and it must allow for the development of the individual in the arrangement of sequences from the elementary to the more advanced. It must offer awards in the form of state certificates and a state diploma, the requirements for which

must be standardized, because to be effective the program must create *sustained interest* in training on the part of retail employees.

• *An "Institutional" Program.* A standardized, long-range program of this type, consistently in operation within the state, can and does institutionalize the program. When a program becomes an institution in the minds of retail personnel, there is a greater tendency for it to attract even the type of employee who is not by background or inclination "training-minded."

Mary Jones works in a department store. She is not particularly impressed with retailing classes although she has never attended one. If distributive-education courses are offered in her community only at oddly spaced intervals and with little consistency, she will pay slight, if any, attention to them when they are in operation. If on the other hand a definite program is in operation at specified seasons of the year, it will become a familiar institution to her and her associates. Partly through word-of-mouth advertising of those of her more training-conscious co-workers who are participating in the program and partly because the program has become a steady fixture, she will very probably enroll in a course eventually. As she has been known to express it, she will "try" one. It is then the job of the program itself to create sustained interest.

In building a program that
(Continued on page 516)



James A. Dorsey . . . certificate plan

YOU SHOULD KNOW YOU

THEIR POPULARITY SP

There's a revolution—in typewriters—Electric typewriters are rapidly replacing and more offices. Reasons: Electric typewriters are less fatiguing, are speedier, make more uniform appearance to typescript, simplify letter sheets—make for all over higher efficiency applications for schools: Students must learn to type if they are to compete for placement in business machines skillfully if they are to compete

KEY TO THE NUM

1. Off-on power-control switch
2. Margin-setting controls
3. Margin-release key
4. Manifold-impression controls
5. Carriage-return key or keys
6. Tabulator-stop clear key
13. Repeat u

13. Repeat u

The letter keys follow the familiar pattern, but some special symbols and service keys are shifted. The *underscore* has been moved from the 6 to the *hyphen* key on the IBM and Underwood. On the IBM, also, the *quotation mark* and *apostrophe* appear beside the *semicolon*, while the *cent mark* is now on the 6, the *@ mark* on the 2, and the *asterisk* on the 8. The



The IBM Electric Typewriter

Off-on switch and manifold controls are in finger-tip position under front of the frame and flag operator's attention through small window slots at sides of the keyboard. An executive model with proportional spacing is also available—proportional spacing makes a message look as though it had been printed.

The Remington Electri-conomy

Adjustment controls are on neat "dashboard"; operating controls are on keyboard. Margins, behind paper table, are set by hand. Features unique "unit construction" that facilitates dismantling and cleaning machine, and a special "non-jam, non-fluctuating" motor. Model with 10-key tabular arrangement is also available.



OUR ELECTRIC TYPEWRITERS

TY SPELLS OPPORTUNITY

writers—going on in the business world. y replacing the standard machines in more Electric machines are easier to operate, are make more and better carbons, give a uni- pt, simplify typing perfect stencils and mas- higher efficiency. This revolution has im- ts must be familiar with electric machines placement, and they must use electric ma- to compete for advancement.

THE NUMBERED PARTS

- | | |
|----------|------------------------------|
| switch | 7. Tabulator-stop set key |
| ls | 8. Tabulator key or bar |
| | 9. Backspace key |
| controls | 10. Shift lock or locks |
| or keys | 11. Ribbon-position selector |
| key | 12. Repeat forward spacer |
| | 13. Repeat underscore |

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use of "repeat" keys is something new, also. Any one key on the electric keyboard can be made automatic — the underscore, for example, or the period, or a letter —so that it repeats itself so long as you hold down the key. Expanding that idea, Royal has introduced a special "automatic repeat underscore" (13); Underwood, a "repeat forward spacer" (12).



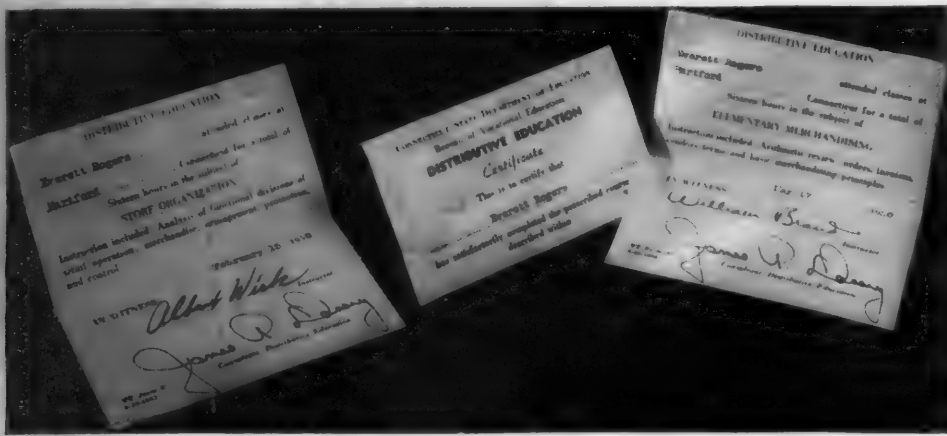
The Underwood All-Electric

Retains tabulator bar instead of key. Has two carriage-return keys, one on each side. The repeat forward spacer (12) is new device: You use it instead of thumping on space bar when spacing several times in succession. Margins are set with use of a single key (2). Type bars can be reached easily by lifting hood in the center of the front cover.



The Royal Electric Typewriter

All adjustment controls are positioned as on the standard Royal. A special touch-control attachment, located under front cover, adjusts machine to the touch to which operator is accustomed. Margins are still "Magic." Features two carriage-return keys and unique "automatic repeat underscore" (13) trip lever. Keyboard sloped as on standard machine.



SHOWN ABOVE ARE Connecticut state certificates. The first and third certificates show the name of the person who took the course, the name of the course, and the validating signatures. The middle illustration shows how it appears when folded.

through its very standardization can both attract and hold employee interest one must, of course, provide for participation in sequences of courses. This in itself is a problem, for the programming has to be approached much in the same manner as it would be for a school or college—and yet no such physical situation actually exists. Also, there needs to be much greater time spread than would exist in school program planning because the large majority of participants have full-time jobs and can engage in this training only as a side line—something to be wedged into an already full workweek.

■ **Basic Organizational Decisions—** In setting up an institutionalized program that would meet all these requirements we first found it necessary to make decisions in regard to these three basic problems.

- **1. Uniformity of Courses.** It was decided that courses would be uniformly sixteen hours in length, meeting for two hours one evening a week for eight weeks; and programs would be operated in the largest population centers in the state in two terms each year, fall and spring.

- **2. Course Sequences.** In determining what the diploma requirements should be, it was planned to consider for required courses the four basic fundamentals of retail operation: merchandising, promotion, management, and control. Obviously, these had to be pared down in such a way that they would fit into the eight-session, sixteen-hour uniform pattern that we wish to maintain. Merchandising, of course, cannot be taught in sixteen hours any more than can any of the other four major retail functions. Because one of the main objectives is the sharpening of employee appetite for

more training, we sheared the retailing basics until they emerged largely as orientation courses; namely, elementary merchandising, sales promotion, store organization, and sales techniques. To these was added a fifth basic course, effective speech.

Each of these basic courses is the starting point in a chain or area of sequential courses. This "area" device for institutionalized, functionalized program planning takes form as follows:

MODERN SALES TECHNIQUES: The area of sales specialization (including sequential courses in specific merchandise information and specialized selling skills).

SALES PROMOTION: The area of promotion (including sequential courses in both advertising and display).

ELEMENTARY MERCHANDISING: The area of merchandising (comprised of a series of two merchandising courses and a seminar).

STORE ORGANIZATION: The area of management (including such courses as supervisory techniques, J.I.T., J.M.T., conference leading, credit and collection, etc.).

EFFECTIVE SPEECH: The area of personnel improvement (including such courses as human relations for retail personnel, personality development, and advanced speech courses, etc.).

- **State Certificates and Diplomas.** In a standardized program of this type, which has definite areas of specialized training, making provision for definite awards, such as certificates and a state diploma, becomes fairly simple.

To earn a Connecticut State Diploma, the participant must earn five "required" points and one elective point, a total of six points. The five basic courses are thus required. For his elective, the individual may choose a course from any of the areas of sequential specialized courses.

A state certificate is presented up-

on successful completion of each course. "Successful completion" means attendance at seven of the eight sessions.

We have withstood the criticism that a state diploma is much too important a document to grant upon the completion of a mere six points, because to do this best suits our prime objectives of institutionalizing the program and of creating sustained interest in training.

As has already been mentioned, we must attract participation in the first place; once we get it, we cannot afford to set up too awesome a group of requirements for the diploma award. Very few retail store employees at the outset would be interested in embarking upon the task of amassing an overpowering number of credits toward a diploma, but we know from first-hand experience that they will consider trying to earn six points.

What happens when the participant finally earns his diploma? Can we maintain sustained interest beyond that point? First we must determine whether or not we should even consider such a thing as one of the objectives of a distributive-education adult in-service program.

Interestingly enough, however, sustained interest does seem to continue even after an individual has completed the diploma requirements. After this institutionalized type of program had been in operation in Connecticut two years, we surveyed those employees who had earned the diploma. We asked these people to answer a rather detailed questionnaire, and every one of these individuals signified their interest in taking further courses. As had been hoped, this interest focused on the completion of sequential courses in the area of specialization from which they had chosen their own elected point toward the diploma.

Whether or not distributive educators agree as to the relative scope and duration of planning that should be offered for any one distributive occupation group, we all do know that the retail rank-and-file level is a large and important one. Certainly we are agreed that, as far as this group is concerned, the stimulating of initial interest in training and the development of sustained interest are two of the biggest problems. We feel that our institutionalized type of in-service programs are beginning to meet that problem in Connecticut and will increasingly meet it the longer the program is in operation.

Agency	Type	Official Contacted	Title	No. of Employees					P.T.H.S. Students Empl.		Job Activity P. T.	In-Serv. Training Program		Est. P. T. Co-op Placements			
				F. T.		P. T.		Super.	M	F		Yes	No	Number		Starting Wage	Minimum Hrs. Weekly
				M	F	M	F							H	F		
Boston Store	Dept.	L. D. Collins	T. D.	33	160	10	45	22	5	22	C. W. M. Sel.	Sch.		2	10	65¢ hr.	20
Fashion Mart	Appar'l.	S. Greene	Mgr.	4	16	--	12	4	1	8	C. Sel.			1	5	70¢ hr.	15
Stork Shop	Appar'l. Access.	A. Tobin	Mgr.	2	8	1	3	3	1	2	Stk. Sel.			1	1	60¢ hr.	15
Jones Hdwe.	Hdwe.	C. Jacques	Mgr.	9	3	2	--	2	2	--	Stk. Sel. Dis.	Ind.		2	--	70¢ hr.	20
Dan's Service Station	Gas Sta.	D. Costa	Mgr.	7	---	3	--	2	2	--	General			2	--	75¢ hr.	25
W. T. Grant Co.	Synd.	P. F. Smith	Mgr.	4	54	2	28	6	2	15	Stk. M. Sel.	Ind.		2	12	65¢ hr.	25
Sears-Roebuck	Dept.	J. Culver	P. D.	26	78	5	30	12	3	17	Stk. M. C. Sel.	Ind.		3	14	75¢ hr.	20
H. E. Shaw Co.	Whol. Sundries	K. O. Hyde	S. Mgr.	36	---	16	--	5	6	--	Stk. Dis. Sel.	Ind.		4	--	75¢ hr.	25

Survey Technique

There's only one way to get the facts a co-ordinator needs to show the retailers and his own school administrator how much opportunity exists for D.E., and that is to conduct a sound, complete survey. That's the basis of—

Determining Employment Opportunities for Distributive Education Students

HAROLD E. SHAPIRO

Supervisor of Distributive Education
Massachusetts Dep't of Education

"I'm sorry, Miss Brown, but we can place only one of your co-op students this year." This is being heard by co-ordinators in too many communities. If we give this statement thought, we will find deep and serious implications affecting the entire structure of distributive programs; for obviously a school-work program cannot be justified and projected in an atmosphere where such token co-operation exists.

How valid are the reports indicating a downward trend in the variety and number of work opportunities for our students? How closely and accurately are school people informed about the employment picture? Can we endorse conclusions unsupported by current, factual information?

■ Employment Trends — Many school officials blandly conclude (without investigation or careful consideration) that the employee demand in distributive occupations is contracting to a vanishing point. The existing facts reveal a condition in direct opposition to this assumption.

We know (1) that the worker demand in distribution more or less parallels the national state of economic health and (2) that regional or local business conditions often seem to deviate widely from the national pattern. But statistics, both

national and local, contradict ideas held by school people—even though economic conditions have produced downward employment trends in a few occupational fields, the number of distributive workers has either remained constant or has shown a steady increase since 1946.

We suspect that some of us have been guilty of convenient rationalization; it is most satisfying and absolving to utilize a broad economic alibi to avoid responsibility.

• Origin of Placement Problems. Illusions about work stations for co-op students have their first origins in the abnormal "sellers' market" in employment, which existed from 1940-1947. Until three



Harold Shapiro . . . lots of jobs

years ago, distributive agencies accepted any and all students, irrespective of their qualifications or interest in the occupation. Employment managers would hire even unreasonable facsimiles of salespersons. A reserve labor pool was a nostalgic recollection, and acute necessity was the prime mover.

Retail outlets entered the competitive race for workers by directing their recruitment efforts towards the schools, which responded nobly—not in quality but in quantity. This favored position did much to produce a false sense of security for D.E. administrators and teachers; it certainly precluded the necessity of engaging in activities that provided the students with endorsable work experience.

Thus the schools' broader interests in co-operating agencies were reduced, and contact work was maintained merely for the record; and in this singular and narrow exchange of benefits the program was forced to settle on a precarious base.

• Current Employment Aspect. With the changing times came normal competition, an expanding labor supply, and customers' militant demands for better service. Employment managers are now showing signs of disenchantment in their relations with the schools, for their agenda calls for closer scrutiny and higher levels of selectivity for new workers. Even more alarming are the deflections experienced in particular communities where strong and mutual lines of co-operation and support were heretofore considered invulnerable.

■ Responsibility of School Officials—Whatever efforts are exerted to rehabilitate and re-establish school-store relationships must be initiated by school people. The placement problem is squarely theirs; for the most important aspect of this problem to school per-

sonnel is, or should be, the student's economic future.

The medium best suited to rebuild and strengthen the relationships between the school and distributive agencies is the D.E. Occupational Survey. This activity, if properly organized and conducted, can produce the kind and amount of information most desirable and useful to the school and distribution.

Survey activities that are expected to obtain measurable dividends for the program require intelligent planning, both in the actual routines and in defining the attainable objectives. After the planning phase has been accomplished, the next step should be concerned with the tools and devices to be employed and the selection of personnel for the conduct and management of the survey. The concluding and most significant phase of the survey is, naturally, the evaluation and final recommendations.

Survey routines are so simple that teachers or selected students can be successfully taught the techniques in a short orientation session. The volume and nature of the information sought, the objectives, and the supplementary purposes of the survey will determine the amount of time and personnel needed. The first survey will demand more time and effort than those that should follow annually.

■ **Guides**—Practical guides in survey activity can be drawn from the methods used by hundreds of market analysts. No reputable manufacturer or distributor attempts to produce and market a commodity without determining the consumers' needs and acceptance of his product. The D.E. program is analogous to that of a manufacturer-distributor in that we, too, must assess and analyze the many elements relating to the use and employment of our commodity—the co-op student—before we choose the basic materials and processes necessary to win market acceptance.

We grant that if the survey achieved its primary purpose—ascertaining the number of work stations available and the nature of the work—the central problem of placement would be eliminated; but school administrators certainly recognize in this activity a natural liaison apparatus to stimulate higher interest in the program and to promote desirable co-operation from distributive management. To gain these additional and worth-while

benefits, tangible and valuable information should be prepared for the distributive industry in the area.

The extent of the survey will depend both on the number and kinds of facts wanted and on conditions in a particular community. Special or peculiar factors in one community will require inquiries that may appear superficial in another, for conditions vary not only between communities but also often between primary and secondary shopping centers within a city.

■ **Kind of Data to Be Included**—The following outline represents a synthesis of survey materials developed and used in several cities and towns in Massachusetts. No attempt has been made to rank the groups of related facts in their presumed order of importance. The letters in parentheses after each caption refer to the agency or publications (listed at the end of the outline) where the information can be secured.

As indicated, much of the information may be obtained through statistical research, using the extensive data continuously compiled by the government, colleges, and business organizations.

In facilitating the routines necessary to gather the information and to reduce to a minimum the time and effort the project requires, suitable devices should be constructed and used.

An efficient method of summarizing the basic data is through the medium of a work sheet that may be formulated to accommodate the diverse needs exhibited in any one community.

Tools or devices developed to assist the individuals who will carry the work *must* be understandable, easy to handle, and time and effort saving.

■ **Phases of the Survey**—In describing the steps of the survey, it might be well to indicate their order and salient characteristics.

SYNTHESIS OF SURVEY MATERIALS

- I. *Identification of the Labor Force.* (A, D, E, F, J)
 - A. Total number of persons gainfully employed.....
 1. Industrial workers.....
 2. Distributive workers.....
 - a. Selling.....
 - b. Non-selling.....
 3. Office workers.....
 4. Service workers.....
 5. Construction workers.....
 6. Others.....
- II. *Identification of the Distributive Agencies.* (A, C, F, G, L)
 - A. Total number of outlets.....
 1. Foods: Number.....
 - a. Total employees—Male..... Female.....
 - Full-time— "..... ".....
 - Part-time— "..... ".....
 2. Apparel: Number.....
 - a. Total employees—Male..... Female.....
 - Full-time— "..... ".....
 - Part-time— "..... ".....
 3. [The same kind of breakdown should be given to such other outlets; as, Department Stores, Hardware, Syndicate (5¢ and 10¢), Specialty Shops, Service (cleaning and dyeing, gas stations, beauty parlors, and the like), Restaurants, Furniture, etc.]
- III. *Employment Needs.* (A, B, C, L, M, O)
 - A. Total number of new workers employed.....
 - each year: Male..... Female.....
 1. In each classification: Male..... Female.....
 - a. Part-time: Male..... Female.....
 - b. Full-time: Male..... Female.....
 - B. Total number of high school graduates employed (1946-1949): Male..... Female.....
 1. In each classification and by agency: Male..... Female.....
 - a. Part-time: Male..... Female.....
 - b. Full-time: Male..... Female.....
 - C. Estimate of total number of co-ops to be employed in 1950.
 1. In each classification: Male..... Female.....
 2. By agency: Male..... Female.....
 3. Estimated average number of hours of employment.....
 - D. Average age levels of new employees.....
 1. In each classification: Male..... Female.....
 - a. Full-time: Male..... Female.....
 - b. Part-time: Male..... Female.....
 - E. Total managerial and supervisory—Personnel: Male..... Female.....
 1. In each classification—Male..... Female.....
 2. By agency..... Names..... Official titles.....
- IV. *Nature of Job Activity for New Worker.* (A, M)
 - A. In each classification:
 1. Full-time (selling, cashiering, stock, marking, wrapping, display, service, etc.).....
 2. Part-time (selling, cashiering, stock, marking, wrapping, display, service, etc.).....
- V. *Conditions of Employment.* (A, D)
 - A. Average weekly hours of employment.....
 1. Full-time.....
 2. Part-time.....
 - B. Average weekly or hourly wage in each classification:
 1. Full-time.....
 2. Part-time.....

• **Phase 1.** Every effort should be made to form a Survey Committee with key representatives from the school, distribution, labor, and government agencies. It is well to invite as many distributive officials as possible to audit the first meeting where the purposes and benefits of the survey should be discussed—and approved unanimously, if possible. A director and two assistants should be appointed to activate and manage the survey routines. A short series of newspaper articles prior to the first meeting will help to place the survey on a high professional plane.

• **Phase 2.** The Survey Committee originates and develops the tools, techniques, and routines to be employed. A sampling of test interviews is taken to evaluate procedures and materials and to adjust or eliminate items in the light of "firing line" experience. When this phase is concluded, a brief instructional manual is prepared contain-

ing directions in the use of the material and methods of interview.

• **Phase 3.** A corps of interviewers and researchers is selected from the school faculty or student body. Each interviewer should possess the kind of personality and ability most adaptable to this special activity. (In large cities it is often possible to enlist university students through the co-operation of the marketing or research departments in colleges of business administration.) The nature and coverage of the survey will determine the number of workers to be selected.

Short training sessions are conducted for this group. One effective teaching method to dramatize the survey techniques might be the use of "role-playing," where the interviewer and interviewee stage a realistic survey contact. The group members constructively criticize and refine every step of the interview procedure.

Each individual involved with the

survey must be impressed with the confidential nature of the work; pledges should be secured from every worker not to disclose information to persons other than those connected with the investigation. The recruitment and training phase should command public attention through the newspapers and other publicity media.

• **Phase 4.** A mailing piece is forwarded to the proper official in each organization to be contacted. It should explain the purpose of the survey, type of information wanted, value of the data, how the information will be obtained, and the approximate date of contact. Often a return card is enclosed that enables the recipient to signify the most convenient hour and day for the interview.

• **Phase 5.** The actual contact work should be performed within a comparatively short period. The first four days of the week are sufficient to complete the activity in most communities. However, large cities may take two or three weeks to canvass. It is well to remember that only information not accessible from other sources should be secured by the interviewer, for the majority of business officials are quick to recognize time-consuming, unnecessary inquiries.

• **Phase 6.** The concluding efforts must be those of the entire Survey Committee. They concern the collation, summary, and interpretation of the data and its implications. Recommendations affecting the D.E. program, with supporting facts and information, should be directed to school administrators.

Equally important, however, will be the summary of pertinent trade information carefully compiled in a readable and interesting fashion by the committee and sent to every distributive organization in the community. Newspapers and local publications generally devote adequate copy to the findings and thereby help to extend understandings of the purpose, justification, and importance of distributive education.

■ **Achievable Ends**—In the final and over-all consideration, the survey activity can provide distributive school personnel with a proved mechanism to reduce problems connected with student placement, school-store relationships, publicity, and program acceptance. Of greater significance, however, is the fine opportunity the survey provides in assuring a successful economic future for D.E. students.

VI. Yearly Sales Trends. (C, I, K, N)

- A. Total annual sales from 1946 through 1949
 1. In each classification from 1946 through 1949

VII. Employment Trends. (A, D, E, L, M, O)

- A. Total full-time employees annually 1946 to date
- B. Total part-time employees annually 1946 to date

VIII. Conventional Sources for New Employees (A, M)

- A. Male:
 - Full-Time
 - Part-Time
- B. Female:
 - Full-Time
 - Part-Time

IX. In-Service Training Programs in Each Classification. (A, B, M)

- A. Nature of training.
- B. Independent or school-controlled.
- C. Amount and purpose.
- D. Formal or informal.
- E. Instructional facilities and teaching materials.
- F. Satisfactory or unsatisfactory.

X. School Data. (A)

- A. Total enrollments in 12th year.
 1. Male
 2. Female
- B. Enrollments by departments, 12th year:

1. Distributive	Male	Female
2. Commercial	Male	Female
3. General	Male	Female
4. College Preparation	Male	Female
5. Vocational		
a. Trade and Industrial	Male	
b. Homemaking		Female
- C. Total number of students in part-time employments, other than D.E. Co-op.

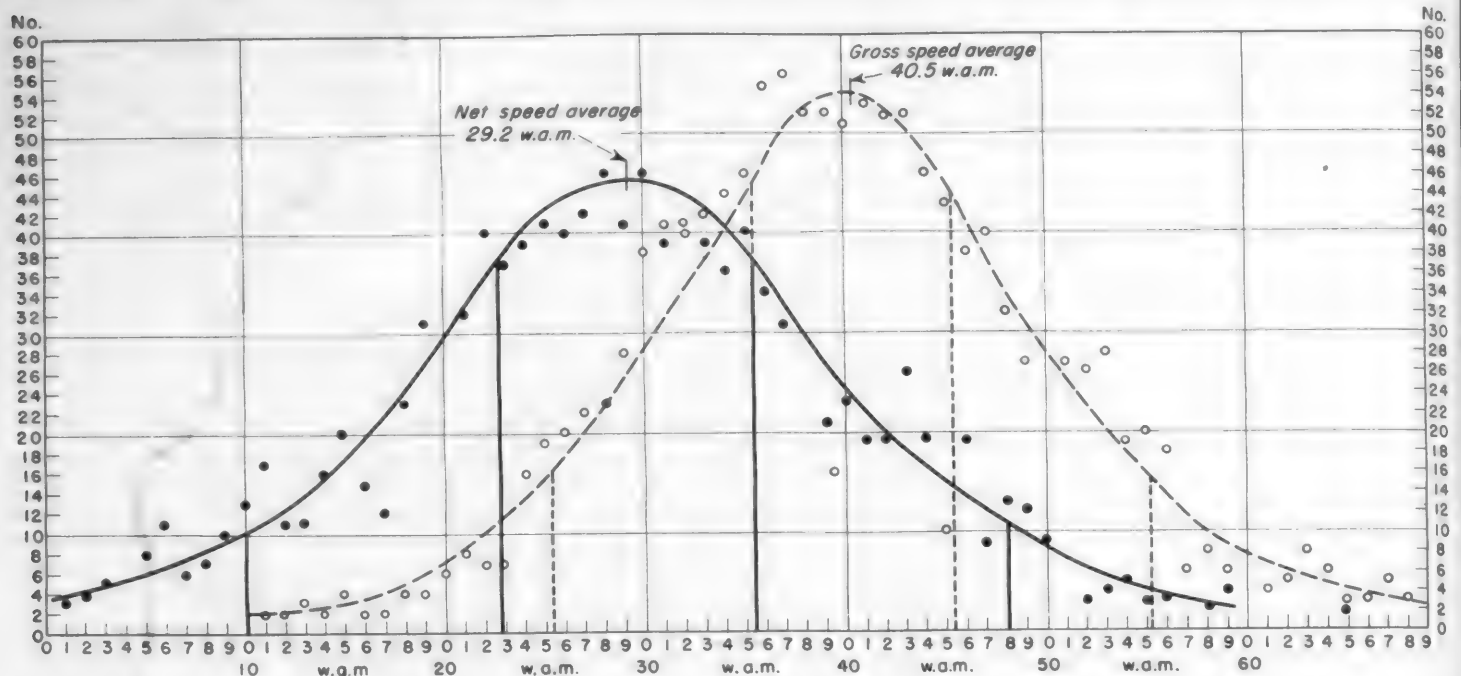
1. Distributive	Male	Female
2. Office	Male	Female
3. Service	Male	Female
4. Industrial	Male	Female
5. Others	Male	Female
- D. Occupations of graduates—Classes of 1946, 1947, 1948, 1949

1. Distribution	Male	Female
2. Office	Male	Female
3. Service	Male	Female
4. Industrial	Male	Female
5. College	Male	Female
6. Others	Male	Female

INFORMATIONAL SOURCES

- A. Distributive Agencies
- B. School Office
- C. Retail Trade Board or its equivalent
- D. State or Local Employment Security Office
- E. U. S. Bureau of Labor Statistics
- F. Consumer Market Data Handbook (U.S. Department of Commerce)
- G. City or Town Directory
- H. City or Town Clerk's Office
- I. Newspaper Office
- J. State Department of Labor
- K. Local Banks
- L. Distributive Workers' Organizations and Labor Unions
- M. Employment Managers' Organization
- N. Dun and Bradstreet (Business Information Division)
- O. Guidance and Counseling Officials

GENERAL BUSINESS EDUCATION



Record of 1,135 First-Year Typing Students on a 5-Minute Timing

From Data Compiled by
ALBERT CITRON
Dormont High School
Pittsburgh, Pennsylvania

Every teacher of typewriting and every department head has a natural curiosity to know how his typing classes compare with those in other schools. When BEW learned, therefore, that Mr. Citron, typewriting instructor at Dormont High School, Pittsburgh, had compiled data from seventeen high schools in Allegheny County, in western Pennsylvania, BEW obtained those data and presents them here with statistical treatment.

■ **The Tests**—The students tested had completed, at the time the test was administered, eight months of their nine-month school year. It was the beginning of May, 1949.

All students were using the same textbook. The test was given on the same day in each school. It consisted of a selection of timed-writing material in a portion of the text that the students had not yet reached or practiced.

"The test given in all schools was identical or contained material of the same word intensity," writes Mr. Citron. "The test was for five minutes, and the students were permit-

ted three attempts. They selected their best results for this reporting."

The teachers in the seventeen schools co-operated by tabulating the results of their own classes and then forwarding the results to Mr. Citron.

■ **The Results**—Three sets of figures are reviewed here:

- **Gross Words a Minute.** The gross range is from 10 to 81 w.a.m., with an average of 40.5 and a

Standard Deviation of 9.8 w.a.m.

The 1,135 cases make an almost perfect normal curve, as shown by the broken line on the illustration above. The actual scores are indicated by dots; the bell curve was obtained by rounding out the scores.

If one wished to grade on the basis of gross words a minute and used the standard A-B-C-D-E distribution on the normal curve, grades would be:

- A Scores starting at 55 w.a.m.
- B Scores starting at 45 w.a.m.
- C Scores starting at 36 w.a.m.
- D Scores starting at 26 w.a.m.

- **Net Words a Minute.** Net words a minute ranged from 0 (12 stu-

ANALYSIS OF THE NUMBER OF ERRORS MADE

Number Errors	Percentage of Students	Cumulative Percentage of Error
0	1.8	Thus, 99.2% made 1 or more errors
1	9.8	Thus, 89.4% made 2 or more errors
2	11.6	Thus, 77.8% made 3 or more errors
3	11.6	Thus, 66.2% made 4 or more errors
4	11.4	Thus, 54.8% made 5 or more errors
5	10.3	Thus, 44.5% made 6 or more errors
6	9.5	Thus, 35.0% made 7 or more errors
7	7.8	Thus, 27.2% made 8 or more errors
8	6.9	Thus, 20.3% made 9 or more errors
9	4.1	Thus, 16.2% made 10 or more errors
10	4.0	Thus, 12.2% made 11 or more errors
11	3.7	Thus, 8.5% made 12 or more errors
12	2.6	Thus, 5.9% made 13 or more errors
13	1.6	Thus, 4.3% made 14 or more errors
14	1.5	Thus, 2.8% made 15 or more errors
15	1.1	Thus, 1.7% made more than 15 errors
More	1.7	

dents made that score) to 65, with an average of 29.2 and a Standard Deviation of 12.6 w.a.m.

Again, the 1,135 cases make an almost perfect normal curve, as shown by the solid line on the illustration. The actual scores are indicated by winged dots; scores were rounded to obtain the bell curve.

If one wished to grade on the basis of net words a minute and used the usual A-B-C-D-E distribution based on the normal curve, grades would be:

- A Scores starting at 48 w.a.m.
- B Scores starting at 35 w.a.m.
- C Scores starting at 23 w.a.m.
- D Scores starting at 10 w.a.m.

• **Accuracy Scores.** The tabulation of the number of errors is clear: Students averaged between 5 and 6 errors, which accounts for the 10.7-w.a.m. difference between the gross average and the net average.

■ **Summary**—BEW believes these data will be used for a good many arguments. The speed (gross) scores are high, and the average net scores are high also; but the percentage of inaccuracy and the rela-

tively low percentage of students typing with any degree of accuracy are not favorable.

Interpretation of the data must, however, be within their own limits. The fact that these figures represent "best out of three" results would indicate that the results might have been lower had the students been given but one attempt.

On the other hand, a full month of school stretched ahead, and it is likely that the teachers of these students planned an intensive last-month drive for accuracy. The figures may be considered "almost final" but certainly should not be considered as absolutely final.

■ **Comments by Mr. Citron**—"It is interesting to note that the time of day at which the test was administered had no effect on the scores."

And, again, "What does A, B, C, D, or E mean? If the businessman is ever to be able to place an evaluation on the grades earned by our typing students, all schools will have to have the same basis of evaluation"—hence, grades based on the results obtained from testing many students, in broad areas.

Now let several students offer their opinions and reasons. Then you say, "It will interest you to know that the tailor will not be required by law to pay a cent!" Jaws sag.

A problem of this kind upsets the complacency of the pupils, for they realize that what they consider to be a "common-sense" answer is incorrect and that their fund of general knowledge is definitely insufficient to solve problems dealing with rights and obligations in common daily business transactions to which they are parties.

• **Case 2.** "Let's say that your furnace is an oil-burning furnace. Last week your father called the Martin Company to order 2,000 gallons at 6 cents a gallon. Until the truck actually arrived to deliver this oil, your father didn't learn that your mother had already had the tanks filled. Does your father have to accept the 2,000 gallons?"

After discussion by pupils, the teacher volunteers the information that, in view of the facts given, one would not have to accept the delivery. (But note: In those nineteen states where oral contracts of this kind are enforceable, be sure to modify the problem so as to have the facts fall within the Statute of Frauds.)

• **Partial Summary.** At this point it would be well to ask, "What have we learned so far concerning the reason for the study of business law?" The answer should be such that they can be summarized on the blackboard: *to gain a knowledge of our rights and obligations in common business transactions.*

Before leaving that objective, one more case will serve to underscore the importance of knowing one's rights and obligations:

• **Case 3.** "Your mother discovered a ten-pound bag of potatoes outside her door. She took it and used it. Can she be required to pay for it?"

■ **Avoiding Legal Entanglements**—Having stressed that point, the teacher is ready to proceed with the development of another value in the study of law: *to use the knowledge gained to avoid legal entanglements.* Illustrative case:

• **Case 4.** "Let's say you work in Gardner's grocery store. Your boss told you specifically not to put any boxes on the sidewalk in front of the store; but you did, and a man walking by tripped over the boxes and broke his arm. He sues your boss. Does your boss have to pay? Do you?"

■ **More than Required**—Problem

Jarring Complacency

Business law can be fascinating or dull, abstract or personalized, recitation or experience;

and students will be eager to find out which your business law course is. To get them off to a rousing start and to make them aware that they need to know business law, try—

The "Case Approach" for the First Lesson in the Business Law Course

I. DAVID SATLOW
Thomas Jefferson High School
Brooklyn, New York

Even before a pupil enters your room, he is worrying, "What is business law? What is a course in it like?" By and large, the course has a reputation for being difficult, complex, and heavy with assignments.

The first class meeting affords the business law teacher an opportunity to remove the mystery, dismiss the forebodings, and show how fascinating the subject can be.

The exact amount of coverage in the first meeting will depend, of course, on the number of minutes allotted by the school administration to the first day's class session; but some educational experience beyond the mere mechanics of organizing the class should be included.

■ **The "Case Approach"**—After dis-

posing of the mechanical details involved in organizing the class, one might well begin by saying, "I suppose that you are curious to know what business law deals with. I don't blame you. I remember my first day. . . ."

Then, instead of delivering a lecture on "What You Will Learn in Business Law," say, "Just to show you the kind of things we are going to learn about, let me give you some interesting cases. . . ."

• **Case 1.** "You left a suit for dry cleaning at the tailor's. Through no fault of the tailor, the store subsequently was destroyed by fire. When you meet the tailor on the street and ask him for your suit, you are informed, 'Sorry, I don't have it. It was burned in the fire last week.' The suit cost you \$50 a year ago. How much will the tailor be required to pay you for your destroyed property?"



Doctor Satlow . . . makes jaws sag

cases can be readily found, too, to develop a third objective: that sound business practice often demands that a man do more than he is legally required to do. Example:

• Case 5. "Your brother buys a polo shirt from the Central Valley Store and pays for it. He takes it home, but your mother does not like the color or the style. Has your brother the right to take the shirt back and recover his money?"

The discussion that ensues would, of course, indicate that it would be better business practice for the store to retain the customer's good will, whether or not the store was obligated to refund the money.

■ **Summary**—Thus, the first period of business law can be interesting, can be full of vigorous discussion, can alert students to their need for the course, and can define a number of objectives of the course.

The writer has found that the preceding cases and discussions consume about forty minutes; but even a curtailed version of this approach will help, in shorter class periods, to orient and to motivate students' interest in business law.

to indicate how much they already know, and that gives the students an over-all picture of the material that is going to be covered in the course.

One way of doing this is to use what may be called the *overview approach*. It consists of developing, step by step, the information included in the illustration: an over-view picture of business relationships.

■ **Advance Preparation**—The illustration contains nearly everything the teacher needs, but it represents the final assemblage of information and relationships.

The general pattern is to develop the chart on the blackboard step by step. Only the general title should be on the blackboard when the class convenes.

■ **Step-by-Step Evolution**—The development of the chart is through teacher-led discussion.

• **Step 1, the Title.** The teacher starts by drawing out answers to the question, "What do you think is *The Role That Businesses Play in the Distribution of Goods?*" A wise teacher will have on hand, perhaps, a number of pictures or other visual aids to support the development of that title.

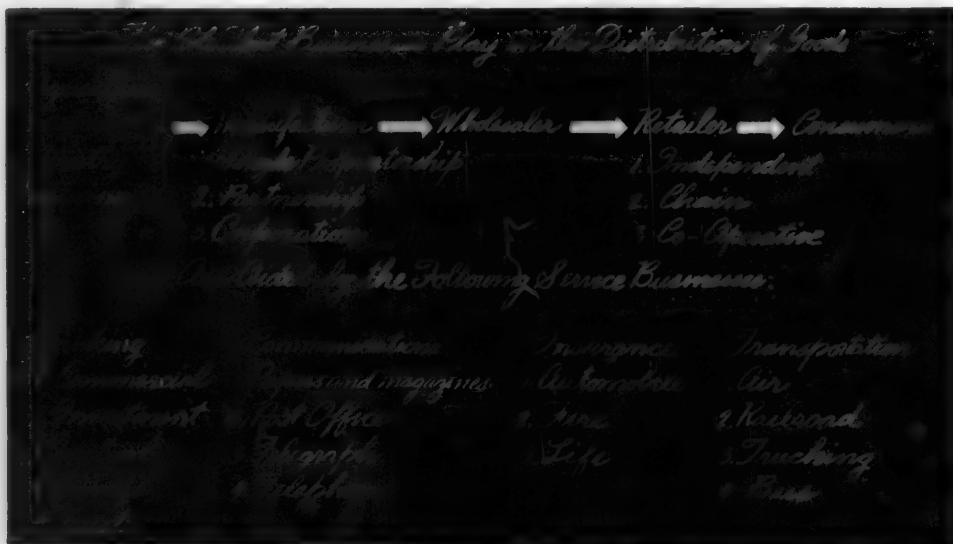
• **Step 2, the Basic Industries.** Next, list one at a time the four basic industries: agriculture, fishing, forestry, and mining. While doing so, direct a vigorous discussion about the local environment and the contributions made by whichever of those industries is prominent in the school's area.

• **Step 3, the Manufacturer.** Now write the word *Manufacturer* on the blackboard and explain why—or have students explain why—the basic industries sell their products to a manufacturing company.

In this discussion, the different kinds of business organizations—single proprietorship, partnership, and corporation—can be identified briefly for the class. Here, again, it is wise to tie the discussion to local manufacturing firms that illustrate the three types of organizations.

• **Step 4, the Wholesaler.** Next to be added to the growing chart is the word *Wholesaler*. It can be explained readily that the wholesaler is sometimes referred to as the "middleman" who buys goods in large quantities from the manufacturer and sells these same goods in smaller quantities to the retailer. Students, now that the discussion is getting "nearer home," should be able to identify some local wholesalers.

• **Step 5, the Retailer.** In the next



Setting Sights

Because the course in elementary business training is likely to be a student's first contact with business-training courses, his first lessons next September should sell him on the course, sell him on business education in general, and draw together his personal experiences in business so as to form a sound foundation for his training. One way to do this is to use—

The "Overview Approach" in Teaching the First Junior Business Lessons

WILLIAM SELDEN
Berwick High School
Berwick, Pennsylvania

Junior business training is, in many schools, the first business course offered to students. When they enter the course, they have only vague ideas about business and

business training. If the course is to get off to a good start, the teacher must clarify the students' ideas and form from them a sound foundation on which the course can develop.

Naturally the teacher wants to use an approach that is interesting, that does give children an opportunity



William Selden . . . pieces of a jigsaw puzzle

part of the lesson, the students see you write *Retailer* on the board; and they volunteer, quickly now, the names of some local retail outlets.

It is easy at this point to help students to classify the kinds of retail stores—*independent, chain, and co-operative*—and to enumerate local examples of each. It may also be pointed out that a retail store itself can be a single proprietorship, a partnership, or a corporation.

• *Step 6, the Consumer.* As a final step in this part of the presentation, the term *Consumer* should be introduced and be made clear to the class. A few minutes devoted to answering the question, "Of what products and services are *you* a consumer?" will easily lead to the concept that everyone is a consumer of goods and services.

• *Step 7, Medial Summary.* Now, bring on the arrows, to make the lesson more meaningful by indicating the relationship of the four-part series. The arrows, and the discussion about them, will do much to give students a clearer understanding of the title of the chart.

The writer has found it a good plan also to clarify again the meaning of the term "basic industries" and to show that a single industry, like a single manufacturing plant, may be owned and operated by a single proprietorship, a partnership, or a corporation.

■ *Developing Service Businesses—* The next part of the lesson includes the service businesses that aid both the productive industries and people in general.

The general pattern of steps is similar to the earlier ones: The teacher writes the new word on the blackboard, urges students to explain it or explains it himself, then

leads students to identify the new word with the local business scene. It is not important, of course, for the enumerations to be in the same order as shown in the illustration.

• *Step 8, Banking.* The kinds of banking services available in the community should be covered sketchily. Students will probably be able to suggest the correct classification of local banks—from the key words in the actual name of each bank.

• *Step 9, Communications, etc.* After the discussion of banking, the teacher will probably want to take up with the class the subjects of communications, insurance, and transportation, also, with emphasis on the fact that all such service businesses are both consumers of goods and services and producers of goods and services.

■ *The Overview Emerges—* Thus, step by step, the broad picture of business and the relationship of various aspects fit together like pieces of a jigsaw puzzle. By encouraging students to identify local firms with each part of the picture, they see the relationship of local firms, both with each other and with outside firms.

At the end of a period, or perhaps of two, students introduced to junior business training by this approach will have gained the broad understanding of what the course is all about. If, from time to time, the chart is reconstructed and reviewed as the course progresses, students will always be able to see the place and importance of each unit they begin. Nothing surpasses the overview look in gaining perspective. Or in starting a new course!

"You, Too, Can Be . . ." The orientation lesson in a consumer-education course, says Miss Bahr, should show students how closely its activities and subject matter are linked to their personal interests. Help them discover their need for the course. That's the theme of—

Use the "You Approach" in Starting the Course in Consumer Education

GLADYS BAHR
Stephens College
Columbia, Missouri

■ If Your First Class Is Short—

When the gong rings for your consumer-education class, try these techniques if your period is about *twenty minutes long*, even if part of that time must be spent in obtaining the class enrollment.

• *Display.* If you and your pupils have prepared posters during the previous school year, it will take only a minute that first morning in September to set the posters on the chalk tray or hang them from a wire. (Perhaps one of your student "admirers" from last spring, who comes in to wish you well after your summer vacation, will be glad to set up the attractive display.)

The posters may be: displays of labels, consumer cartoons, banking papers, credit instruments, advertisements from pulp magazines, food charts, model homes, and the like. Select a variety of the most attractive ones.

As your pupils enter the room or wait for others to come or gaze about while some finish filling out an

enrollment card, they will be attracted to the posters, get a taste of the subject, and probably be quite pleased that they selected the course, if your charts really interest them.

• *Discussion: "Are You a Wise Consumer?"* In the remaining minutes you will want your new pupils to understand that they are consumers. It takes only a half minute to explain that they are buying and using goods of all kinds, another minute or two to show that they are using services—transportation, banks, space for living, parking space for cars, etc.

Are they wise consumers? If possible use objects to illustrate unwise buying, objects such as pairs of candy bars or potato-chip packages, of which one looks larger although its weight (if one reads the label) is less than the other; or misleading advertisements of "bargains."

• *For an assignment,* either written or oral (depending on the policy of the school as to whether or not a written assignment should be made the first day), ask each pupil to tell about something he has recently purchased. Where did he get the



Gladys Bahr . . . "consumer's keen!"

money for it? Did someone help him with the purchase? Did he shop around? Read ads, labels? Why did he buy what he did? Did he receive a good quality for a low price?

Another variation of this assignment may be to bring or wear the article purchased to class the next day and discuss the answers to the questions at that time. You will get to know the interests, needs, and personal traits of your pupils.

■ **If Your First Class Is Full Length**—If on the first day, you have the regular fifty-minute or hour period, you must do even more to build on that initial interest or enthusiasm that youngsters have for the first day of school in September. You want them to say as they leave your room—"Consumer's keen!"

• **Becoming Acquainted.** Perhaps you will want to become better acquainted with your pupils. Say to them that you are sorry that you cannot have a personal conference with each of them right away, and the only substitute you know for that is to have them fill out a personal information sheet that will give you facts about their education, family, interest, needs, accomplishments, etc. You can easily prepare a form for this purpose, and your pupils will appreciate your wanting to know them as individuals. You may, however, wish to postpone this activity until a later date.

You may use the discussion given for the short period, "Are You a Wise Consumer?" for this longer period, too.

• **Quiz on Consumer Competency.** It is interesting to see what consumer competency pupils already have. If you stencil this consumer competency survey before school closes,

you can use it as an initial technique and for an overview of the course. The "objects lesson" discussed previously may be used for freshman or sophomore consumer-education classes, while the junior or senior classes will take more readily to this consumer-competency survey.

CONSUMER COMPETENCY SURVEY

Do you agree or disagree with these statements? Write "A" for agree and "D" for disagree on the line in front of the statement.

- 1. The article that has the highest price is always the best one for your purposes.
- 2. All advertising statements are facts based on scientific research.
- 3. A borrower is always charged 6 per cent or less for money loaned to him by money-lending agencies of the community.
- 4. The charge for buying goods on the installment plan is generally satisfactory because one is able to use the goods before the final payment is made.
- 5. The Better Business Bureau always sees that the money paid to a house-to-house salesman for merchandise that turns out to be unsatisfactory is returned to you.
- 6. If a bank displays a sign stating that it is a member of the Federal Deposit Insurance Corporation, a deposit for any amount is guaranteed to be absolutely safe.
- 7. All processed fruit placed in cans is inspected by the U. S. Department of Agriculture.
- 8. Budgets are records that show how you have spent every penny of your income.
- 9. Government savings bonds give you a greater return on your money than do the savings departments of most of the banks of our country.
- 10. All electrical equipment contains the Underwriters Laboratories Seal to show that it is an accepted product, free from shock hazards.
- 11. All vegetables in tin cans are graded A, B, or C to indicate their quality.
- 12. Advertisements that appeal to our emotions are a better buying guide than advertisements that state dry facts.
- 13. By shopping at a store that is giving you unsatisfactory merchandise and service, you are casting your economic vote for a poor store, helping it stay in business longer than poor stores should.
- 14. A bad credit rating in one city will follow you to another city when you go there to work or live.
- 15. All insurance policies are paid to the beneficiary at the death of the insured.
- 16. All employed people come under the old-age pension plan

of the Social Security Act.

- 17. In the case of both stocks and bonds, the corporation issuing them promises to repay the loan at some future date.
- 18. A bank can always tell you the exact amount of money that you have a right to draw out even though you have failed to keep your checkbook stub accurately.
- 19. Competition among two or three chain stores in your town tends to lower prices for the consumer.
- 20. A consumer may buy whatever he wants and wherever he wishes at the price he can afford to pay.

These statements may serve as an overview of the course if they are discussed, time permitting. On the other hand, the Consumer Competency Survey may be *intentionally* forgotten by the teacher and given at the end of the course to see if the ideas of the pupils have changed.

• **Assignment.** Perhaps a good textbook in consumer education has been placed on the desks of the pupils as they have been working on their survey sheets. For an assignment, ask the class members to browse through the entire text—they will do it anyway. On the following day, inquire what each found of highest interest in the text. Here again a conception of the entire course will be realized—an excellent method for the beginning of consumer-education study.

THIRTEENTH INTERNATIONAL BOOKKEEPING CONTEST KEY—1950

The Sugar Bowl
Susan Smiley, Proprietor
Adjusted Trial Balance
December 31, 1949

1 Cash	\$ 2,533.71	
2 Petty Cash	100.00	
3 Accounts Receivable	1,811.68	
4 Merchandise Inventory	3,005.59	
5 Supplies On Hand	109.31	
6 Insurance Prepaid	121.95	
7 Equipment	5,400.00	
8 Reserve for Depreciation of Equipment		690.60
9 Notes Payable		1,600.00
10 Accounts Payable		1,357.29
11 Taxes Payable		132.04
12 Susan Smiley, Capital		6,804.28
13 Susan Smiley, Drawing	1,200.00	
14 Sales		30,864.36
15 Purchases	19,395.32	
16 Transportation on Purchases	102.70	
17 Advertising	74.02	
18 Delivery Expense	176.89	
19 Depreciation of Equipment	540.00	
20 Expired Insurance	107.92	
21 Heat and Light	305.42	
22 Pay Roll	4,485.71	
23 Rent	1,200.00	
24 Supplies Used	526.91	
25 Taxes	200.55	
26 Telephone	50.89	
		\$41,448.57
		41,448.57

OFFICE EDUCATION



Public High School First Place Winner: Kalona High School, Kalona, Iowa. Teacher: Paul Phillips.



College Division First Place Winner: Victory Business School, Mount Vernon, New York. Teacher: Sr. M. Ricarda, O. P.



Private High School First Place Winner: St. Joseph Commercial School, Dayton, Ohio. Teacher: Sister Anacletus.

Meet the Winners of BEW's Big International Bookkeeping Contest

This year's contest drew another large field of contestants, with over 11,000 entries from all parts of the United States, its possessions, and Canada. The pictures and names of the first place winners and the names of the other winners are listed below. The solution to this year's problem can be found on page 524.

Public High School Division—

• **First Place:** Paul Phillips, Kalona High School, Kalona, Iowa.

• **Second Place:** Mrs. T. L. Ware, Jr., Mt. Holly High School, Mt. Holly, North Carolina.

• **Third Place:** E. P. Baruth, Columbus High School, Columbus, Nebraska.

• **Honorable Mention:** E. L. McEwing, Chadron High School, Chadron, Nebraska; Hester J. McKee, Community High School, Scott City, Kansas; Walter L. Naiman, Union High School, Manteca, California; Edith Prosser, Girard High School, Girard, Kansas.

Private High School Division—

• **First Place:** Sr. Anacletus, St. Joseph Commercial School, Dayton, Ohio.

• **Second Place:** Sr. M. Emeria,

Presentation Convent, St. John's, Newfoundland.

• **Third Place:** Sr. Alfreda, Sacred Heart High School, Springfield, Massachusetts.

• **Honorable Mention:** Sr. M. Madeleine-du-Calvaire, Sr. M. Rose Paulina, St. Ann's Academy, Montreal, Quebec; Sr. Marie Sylvio, Sr. Marie - Therese - de - la - Providence, Holy Angels Academy, St. Jerome, Quebec; Miss Naomi E. Winter, Gesu Parish School, Miami, Florida; Sr. M. Dolores, Girls Catholic High School, Hays, Kansas; Sr. Florence Louise, St. James High School, Salem, Massachusetts; Sr. M. Cunigundis, Academy of Our Lady, 1309 W. 95 Street, Chicago 43, Illinois; Sr. Alvara, St. Joseph High School, Le Mars, Iowa; Sr. Mary Monique du Rosaire, St. Ann's Academy, Rawdon, Montcalm, Quebec; Sr. Mary Angelus, St. Mary's Academy, Milwaukee, Wisconsin; Sr. M. Thomas-du-S. C., St. Marie High School, Manchester, New Hampshire; Sr. Mary St. Jeanita, St. Anthony High School, New Bedford, Massachusetts; Sr. Pirmin, Guardian Angels High School, Chaska, Minnesota.

College Division—

• **First Place:** Sr. M. Ricarda, O. P., Victory Business School, Mt. Vernon, New York.

• **Second Place:** Sr. Marie Frances, S. S. M., St. Joseph's Business School, Lockport, New York.

• **Third Place:** Mary Dalton Frye, M. D. F. Private Secretarial School, Abingdon, Virginia.

• **Honorable Mention:** Sr. Isabelle Marie, Marymount College, Salina, Kansas.

Simplicity First

Mr. Leidner, past president of EBTA and coauthor of a bookkeeping text, has had many "first periods" with beginners in bookkeeping. He recommends that the first or introductory lesson should emphasize the fundamental simplicity of bookkeeping and make students glad you are their teacher.

The First Period with Your Beginning Bookkeeping Class

WALTER E. LEIDNER
Head, Bookkeeping Department
Boston Clerical School
Boston, Massachusetts

Next September—just now—seems a long way off. At this time of the year, you are concerned with completing the topics in your outline for the semester; you are thinking about final grades; you are stretching toward summertime, a vacation, a much-needed rest.

But summer and vacation and rest pass quickly; and soon we'll be back in school again. A few minutes' consideration now of some ideas to use when we meet with our beginners next fall may make that meeting—and the thought of it, all this summer—so much the brighter. Let us imagine, therefore, that the first day of school is tomorrow. . . .

■ **Strangers All**—You will meet your new bookkeeping class tomorrow morning. You do not know the names of most of your students or their capabilities or their interests. They are more or less strangers to you—as you are to them.

They will probably be on their very best behavior; and their interest, at the moment, will be intense. There will be a certain amount of shyness. You will size up the general caliber of the class, while the students are returning the inspection.

On this first day, therefore, consciously try to create a good impression on these students. This does not mean that you should tell them what a good fellow you are going to be or how soft you will be when grading their work or how short your daily assignments will be. Instead, let them know that you are more or less one of them, that you want to work with them, and guide them, at a level of their own living and their own experiences. You are not simply a taskmaster. You want to earn their respect and good will, and you would like their co-operation.

Above all, I think, you will want to avoid any references to your own experience, skill, or business background. There is nothing more dis-

appointing or discouraging, from the point of view of a bookkeeping student, than to have the teacher begin the course by stressing his abilities and accomplishments, as though they represent something that might be considered a goal for the students.

■ **Don't Give an Overview**—It is better to have the students see the starting point of the course than to have them master an overview, an outline, or a preview of the work that is ahead (a plan that many teachers still follow).

Technical words and terms should be avoided on this first day. "Journals" or "ledgers" or "balance sheets" or "trial balances" mean nothing to these students; if anything, the use of these terms will probably make students feel that the work ahead is complicated and forbidding. Some of them have heard that the study of bookkeeping is difficult; and an overview approach will tend to anchor that thought in their minds.

■ **Give a Simple Picture of "Profit"**—Introduce students to the study of bookkeeping by developing a very simple concept of profit.

Build this concept around the experiences of members of the class. For example, you might ask, "How

many girls do baby sitting?" You may get several hands. Now develop the concept of profit from the point of view of a baby sitter. Take imaginary amounts, or have the girls supply them if they are willing and point out that if they were at a neighbor's home the amount collected would be considered profit. But if it were necessary to spend twenty cents for carfare, which the girl had to pay out of her own pocket, then the expenses incurred, deducted from what she received, would leave her profit. Write on the board a simple statement showing these facts; and do not use the technical term, "Profit and Loss Statement," but a simple heading such as "Report Showing Profit from Baby Sitting."

Another illustration may be developed by asking whether there is any boy who took care of lawns during the summer or who has a newspaper or magazine route or who makes deliveries for a local drug-store. By supplying a few details, it is possible to illustrate a simple report showing earnings, expenses, and resulting profit.

■ **Expand the Idea**—Bookkeeping is simply a scientific method of recording facts so that it is possible for one to determine the earnings, the expenses, and the profit of any type of enterprise.

This may be for an individual, for a family unit, or for a business concern. It is said that an individual who can keep the expenses less than the earnings is a good financial manager. A housewife who can spend less than the amount the husband earns is said to be an excellent manager of the household finances. A business, to survive, must see that its expenses remain less than its earnings, so that there may remain a profit for those conducting the business.

In illustrations of this sort, you will be talking at the level of the experiences of students. Although some of your students may have a background from the study of general business training, their actual contacts with business are in most cases very limited. Initial contacts with the nature of earnings may be made by considering work experiences that students may have had. When the transition is made to a business enterprise, select for illustration small local stores or shops, or perhaps a dentist or a doctor.

■ **A Summary of Aims**—What should be the aims for this period's work?



Walter Leidner . . . first, build confidence

1. To have students feel that the study of bookkeeping will be interesting and not too difficult.

a. By the use of simple illustrations on the level of the students' experiences.

b. By using small amounts in the arithmetical computations.

2. To create and develop an interest in the study of bookkeeping.

a. By showing simple reports of earnings, expenses, and profit for an individual, a family, and a small local business.

3. To have students leave with a good impression of you as a bookkeeping teacher.

a. By your manner, your modesty, and your spirit of co-operation.

■ Amount to Cover—In some schools the periods are shortened on the first day so that time may be available for organization details; in other schools, a full-length period is available.

You will want to plan your illustrations and development in the following order: a report for a girl, then one for a boy; another for a girl and a boy, if you wish; a family; a dentist or a physician; a local service-type business, such as a painter, or a shoe-repair shop, or a real estate agent.

You may stop your work for the period after any one of these reports, according to the amount of time available. On the following day, after a brief review, you can continue with this orientation. With your lesson planned in this fashion, there is no necessity for adhering to a definite time schedule. It is well to have your first day's work proceed efficiently, yet without a semblance of haste.

■ Summary — The following "Don't's" and "Do's" may serve as a summary:

DON'T'S

1. Don't try to impress students with the extensiveness of your experience, skills, or knowledge. Don't brag about yourself and your accomplishments.
2. Don't tell your students how difficult the course is going to be and how hard they must work to pass.
3. Don't use technical terms on this first day.
4. Don't talk about big business; stay close to the small local stores and shops.
5. Don't let your students get the impression they can learn without work and study, but be careful of overemphasis on work.
6. Don't pass out the textbook on the first day.

DO'S

1. Do keep the discussions and illustrations at the level of the students' experiences.
2. Do use very simple illustrations; have students supply the data in

so far as possible; secure a maximum of student participation.

3. Do try to have students get a good impression of you.

• *For home assignment* the first day, you may wish to require each student to prepare a report showing the earnings, the expenses, and the profit for a week or a month of the past summer. Have the students supply data and amounts that seem reasonable. Expect the work to be done on plain composition paper. Do

not use journal paper. Do not ask for specific form and arrangement in the report, but stress neatness and legibility.

• *The main purpose* of the first class period should not be to give an over-all picture of the year's work but rather to have the students feel confident that the study of bookkeeping will be understandable and within their ability to master.

Do you think you might want to try this next September?

With the Beginners

Now's the time to plan for your opening class with next September's beginning typists. By making your plans now, when school opens, you'll be able to get—

A Running Start in Typing

HAROLD H. SMITH
Editor, Typing Publications
Gregg Publishing Company

Bang! "They're off!" It's the 100-yard dash, and the sprinters are off to a flying start.

The spectators in the stands shout, for that long fellow with the quick getaway is already two strides ahead of the field. He's the champ—and it's no wonder. He has perfected his start until for him it is the *right* start.

We typing teachers appreciate the "right start"—in an academic sort of way.

But is the right start one that results in our students' plodding, pushing, and groping their way over the keyboard? Their fingers should be racing over the keys. We have studied psychology and pedagogy, we teachers; but every typist who does push and plod and grope is a testi-

mony to our failure to apply psychology and pedagogy.

What is the right start in typing?

Look at the beginners who hustle into your room the first day of school. They are keen. They are rarin' to go—at the worst, they are at least receptive. They have hope, interest, and motivation locked up inside them. What is the right start for those beginners?

■ Whip Up a Cyclone of Enthusiasm —We must measure up to those students' expectations. We must capitalize on that hope, interest, and motivation. We must create a cyclone of intense effort in even the least interested learner.

What is the key to doing this?

The key is this: *Get to work at once.* Hurry. Get down to typing right away. Take time to seat students in their permanent places? Of course not! That's a job for rest intervals any time in the first week or two. Get students seated at any machine. Get down to typing, even if the period is just a few minutes long!

Use every short cut that will get students typing. Have the machines set, ready for use—the margins far enough apart, the spacing regulator where you want it. Have paper at the side of each machine. Have the textbooks there. Have everything ready so that instruction begins the moment the period begins.

■ Show Them How to Handle Paper —As the period opens, step up to your own demonstration machine. (Oh, you haven't one? Then borrow a typewriter from one of the desks. Set a chair on your desk and the typewriter on the chair—now, you've a demonstration machine that



Harold H. Smith . . . says to show them

will get you started briskly this first day.)

Point to, identify, and show how to use the carriage. Demonstrate how to move it quickly and safely with the use of the carriage releases. Have the students imitate you—briefly. Show them again, for safety's sake; have them imitate anew.

"Good," you exclaim. "Already you can do one thing as well as the expert!"

Quickly move on to a demonstration of how to spin the paper into the machine. No explanations. Just spin it in. Silently (you know, paper release) draw it out. Spin it in. Draw it out. A quick imitation by the class. Spin it in. Draw it out. Spin it in again—and now show how to check that the paper is straight and how to straighten it if it is not. Demonstrate: Spin it in, straighten it, draw it out. Quick imitation by the class, to the tune of a quick count:

"One — spin. Two — straighten. Three—Phft, it's out."

■ **Teach Position and Relaxation**—What? No setting of margin stops? No—don't take time this first day to talk about margins. You should have the margins set properly on each machine before the class starts, anyhow. These students want to type.

There are a few preliminaries—moving the carriage, for example, and spinning the paper—that must be covered. If we do these quickly, students can get down to what they are so eager to do: *type!*

Show the students how to assume the home position and how to relax. No lecture. Just be sure you look ready to spring into action when you say, "ready to type!" Be sure, too, that you look *really* relaxed when you call, "Relax!" Exaggerate your relaxation—shoulders down; slump; relax. Dramatize everything you demonstrate to students; remember that good acting stimulates easy imitation.

Demonstrate and drill the students on finding the home-key position without looking. Have them gradually withdraw their hands from the home position a little more each time until, with hands in laps, looking at the ceiling, the students can with reasonable accuracy assume home position (relaxed) on the command, "Home!" Have them say "Home" as they make the motion in order to help them think vividly and thus act most vividly.

(Above everything, don't launch into a lecture on kinesthesia, co-ordination, automatization, and other

learning principles. If you demonstrate and drill correctly, all these things will be working for you—without the slightest explanation.)

■ **Ready for Assassination, or Thanks?**—Having taught the location of the home position, what you do next determines whether enthusiasm is to be smashed to bits, die a slow death, or get a triple boost.

If you regard copying the first line of the first exercise in your text as the right material for the students' first attempt at typing, you are going to disappoint your students. To have them type that first line is to misdirect them. You can permanently cripple the learners' right start by the first line of typing you have them do.

Leave that book closed!

Don't let students type from a book until you have taught them how to stroke the keys and until you have introduced their fingers to the reaches they will need when they tackle the first exercise.

Start with the *f* stroke—it's just about the easiest on the keyboard. Students will be able to strike it the way you show them. They'll succeed at once. They'll be typing right.

Yes, *show* them the *f* stroke. Let them hear it. Let them see it. Claw in the air to show the students what the stroking action is like. Have students try the *f* stroke—*f . . . relax . . . f . . . relax*—using the *fffff* drill, if necessary, to get correct stroking action and relaxation. Don't stay with *f* very long—just 30 or 35 strokes; then the reach to *r*. This reach also is a good one, because students can make it readily. Deal with *r* as you did with *f*. Excitement will mount.

After a minute on individual *r* strokes, finish up with slow and fast executions of *frf*'s to your commands and to their self-commands of "Slow, *f-r-f*" and "Fast, *frf*."

Be sure to emphasize relaxation. Typing line after line of *frf*'s or any other drill at uncontrolled rates and without pauses for relaxation—deliberate, positive relaxation, which needs to be "practiced" as much as does stroking—drags into mere formal practice without proper aim.

Such practice is worse than useless; it breeds bad technique and kills interest. Lines of drill, even of *frf*, can be wonderful practice if the student really *commands* himself to write the triplet slowly or rapidly and to follow each triplet with a deliberate moment of relaxation. Such practice is good when it is self-directed, creative, exploratory, pur-

poseful; it is deadening when it boils down to plunk-plunk-plunking just for the sake of writing two or four or six lines of nonsense syllables because the teacher expects you to turn in the work that way.

If you take up *fur*, cover the three letters by informal commanded and self-commanded drill, as in the foregoing; then teach the students by demonstration how to call-and-type *fur* alternately slow and fast, relaxing between words.

■ **Emphasize Accomplishment**—Call attention to student accomplishment. In this instance, they have learned the *right* way to practice one space and three letter motions, both separately and in a word. With very little effort, they have attained *expert technique* on those separate strokes and on the word. They know precisely how it feels to correctly execute an isolated stroke or a short word. They possess a valuable *measuring stick* for constant use in all future practice.

If the typing teacher is overburdened, it appears that the preceding activities will be the very minimum of teaching needed by the brighter students to enable them to proceed intelligently. Less than this must represent a deliberate denial of some portion of the direction of learning that a professional teacher owes each student; or it means that the teacher or his administrators are ignorant of the needs of the typing student, or they do not care. How else can we explain the classrooms where typists practice throughout the course without a teacher present or with a teacher whose only activity is correcting papers and keeping meaningless records of students' undirected efforts?

■ **Introducing New Strokes**—Having effectively taught these four motions, we can easily extend student learning and increase student satisfaction by changing but *one letter*, *r* to *n*, enabling the student to type *fun*.

Introduce *n* exactly as you did *u*—through brief *jnj* reaches and strokes at ever-increasing speeds; then the *un* combination, *f-u-n*-space; finally, *fun*-space.

Typing practice on *fun* with deliberate pauses to insure complete relaxation will be run off faster than the drill on *fur* because students have learned the practice routine. That done, review *fur* and *fun* alternately, signaling your desires by calling "*fur* slow—(spelling) *f-u-r*"; then "*fur* fast—(pronouncing) *fur* relax."

Continue with fun in the same way. Then alternate "fur fast—relax (briefly); fun fast—relax" and so on—just enough repetition to give everyone the experience of consciously selecting each word he is to type and the thrill of being able to type it at will either fast or slow. Thus you set up early the dependable technique that makes control for accuracy and fluency possible.

■ **Continuous Typing Brings Tension**—But remember! These beginners have not yet overcome the tendency to maintain and to increase nervous and physical tension during sustained typing efforts. A minute of typing is a long time for the raw beginner. Insist on his *stopping and relaxing* whenever he feels tense. When you do ask him to continue for, say, a line, have him type only words he has already practiced intensively and direct him to type them at a slow metronomic pace. Show him that very slow rate at your own machine. If he finds the slow rate easy, remind him to slap the keys with a precision stroke to build confidence in his ability to control his pace and accuracy.

Demonstrate for him each slightly faster pace before asking him to attempt it. Raise pace slowly even in practice on repetitive matter at this time. The ability to type at various selected rates spells the difference between intelligently controlled and inaccurate typing.

■ **Early Sentence Practice**—Follow the same principles in all sentence practice during the first month. The purpose of intensive early practice on single words as wholes is to expedite mastery of individual key strokes.

• When practiced words are typed separately at high speeds, mind and fingers are forced into correct technique patterns. Properly taught, our students will never grope or push the keys. As they master the problem of rapid selection of successive isolated strokes and push for greater speed (on familiar copy), some of the automatized combinations of strokes learned in word practice will ooze out of their fingers in continuity sentence practice. They will then begin to master *flowing rhythms of felt motions*, which is the secret of typing speed.

• We hope it is clear that the main aim of such teaching is *how to practice*. If incidentally the student learns the keyboard motions with appropriate mental controls, that is just so much gain in addition to expanding typing skill.

Sells Itself

The room in which office practice is held, with its array of glittering equipment and its obvious promise for the future, is perhaps motivation enough for your first-day class in office practice next fall. Students will be excited to be there, will be eager to start. But, if the allover objectives of the course are to be implemented from the very start, it is wise to plan for some orientation in the broader view of office or secretarial practice. To this end—

Use a Visual-Aids Approach for Orientation in Office Practice

LURA LYNN STRAUB
San Diego State College
San Diego, California

The office-practice course has two kinds of objectives: the objectives of mastering each routine and each machine involved in office practice and the objectives of allover office performance in its broadest application.

When the teacher meets his group next September, he must be careful lest the first objective obscure the second. The elements of the course must be seen in perspective; it is the second objective that must be viewed at once. Thus, the first period should be devoted to discussion and activities that set sights for the whole group for the whole term rather than to practice in using the equipment.

It takes adroit management to conduct the first period in that manner; but it is not difficult if the teacher plans to rely on the ever-faithful visual aids.

■ **Visual Aids at Hand**—These consist of the teacher, the classroom, the students, and allover motivation.

• The teacher, of course, is a prime visual aid. Nothing contributes so much to the development

of business attitudes and real business-style office practice as does the presence of a teacher who fits his role.

Thus, the teacher will want to double-check his appearance before he meets with his first class next September and to double-check every factor of the performance he is going to put on—dress, grooming, stance, voice, attitude. He must personify businesslike work habits. He must set the pattern; students learn best from a good example. Even the first day's lesson must click, be efficient, move rapidly and smoothly.

• The classroom must be ready for action. The teacher will have ordered supplies in the spring (have you?). He will visit the school prior to the first day of class, naturally, to assure himself that everything is in readiness—the supplies checked and stored, the machines ready for use, the bulletin board decorated, the first announcements prepared.

A schoolroom is a desolate place without activity; no teacher will excuse himself if there is no activity on the first, the most exciting, day of class.

The resourceful teacher, when he visits his classroom ahead of time, will bring with him the decorations for a fine bulletin-board display—some cartoons, some office-scene pictures clipped from here and there, some pictures of office machines, some samples of good work from last year's class, a photograph of last year's top office-practice student perhaps, and any other visual aids that will focus attention on the objectives of the course and the goals of the immediate beginning activities. No conscientious teacher will let students—even on the first day of school—see blank bulletin boards.

• The students are the main core of visual aids for use on the first day of class. Some will be wide-eyed, some a little boisterous, some open-minded, some simply curious, some a little awed. But all have had



Lura Lynn Straub . . . adroit management

experiences, and a few minutes devoted to recounting those experiences pertinent to the objectives of the office-practice course will be in good order.

Accordingly, the teacher should have ready a list of questions that will enable students to indicate what they know, what they will be able to contribute throughout the course—such questions as these:

What business experience did you have during the summer?

Why are you taking this course?

What abilities do you have? What typing skill? What shorthand skill?

What do you expect to achieve by taking this course?

What is your occupational objective?

What do you think are the duties of a clerical worker?

What do you think are the duties of a stenographer?

What do you think are the duties of a secretary? (Etc.)

• **Motivation** is expressed by all the foregoing—the exemplary appearance of the teacher, the impressive readiness of the room, the attractiveness of the bulletin board, the respectful account of students' experiences, and so on. But students want to know and have a right to know what is expected of them.

The teacher can therefore tell what his course of action is to be and what standards are expected of students:

What I expect of students.

Levels of the achievement to be gained.

Work habits to be followed—accuracy, promptness, business attitude, care of equipment, etc.

What students may expect of me.

Fairness, impartiality, classroom organization.

Helpfulness, counseling, etc.

These items may be developed by discussion; they may be developed by issuing a duplicated form on which they are enumerated and which can serve as the core for discussion. In either case, the presentation should be an enthusiastic, motivating one so that each standard and definition is viewed as a challenge or opportunity. The account of the success of earlier classes will do much to settle any qualms or misgivings students have.

■ **Visual Aids to Spotlight**—But even with these natural, handy visual aids to help, a teacher would be wise to count on a good motion picture, like "The Duties of a Secretary"¹ or "I Want to Be a Secre-

¹Ask your nearest Underwood Typewriter dealer.



CAREER GIRL OF 1950. That's Frances Rosselli, 17-year old Somerville, Massachusetts, high school girl who wants to be a medical secretary. Frances' essay, "Why I Think Personality Is Important," won her the title in a contest staged by Burdett College, Boston. Her prizes included a trip to New York and a visit backstage to meet Patricia Morrison and Alfred Drake, stars of "Kiss Me Kate," shown above.

tary,"² for such films contribute much in setting up the broader picture of the purposes of the office-practice course. We can make various lesson plans.

• **Plan 1.** This plan might be adapted for use for the first session, assuming that the preliminary clerical work for class organization has already taken place, if you obtain such a film.

A. 5 minutes. Calling roll, making class introductions.

B. 5 minutes. Describing room procedures, activities, and general plan of action. You may need more time for this, and you can easily lose a lot of time here.

C. 5 minutes. Laying a foundation for showing the film, "The Duties of a Secretary." We're assuming here that the instructor has already previewed the film, that the preliminary steps have been taken, and that the film is ready for showing.

D. 30 minutes. Showing the film.

E. 5 minutes. Summarizing comments on points illustrated in film. Encourage student participation. Assign students to prepare a typed list of good and bad secretarial traits revealed in the film.

The other film, "I Want to Be a Secretary," is shorter—it takes 15 minutes—and might be more suitable if your class period is shorter.

In all probability, a discussion of

²A Coronet film, dealing with clerical aptitudes, which may be purchased from Coronet, Glenview, Illinois, or rented from any of many educational film libraries.

the film shown would continue on the second day. If time permits, the teacher might even wish to show the film a second time after class discussions have brought to light many of the little things to look for in a second showing.

• **Plan 2.** If it is not practical to show a film the first day, the class period might well be spent in discussion as follows:

A. 5 minutes. Calling roll, making class introductions.

B. 5 or 10 minutes. Describing room procedures, activities and general plan of action for conducting the course.

C. 10 minutes. Discussing requirements, work habits, expectations of students and of teacher.

D. 10 or 15 minutes. Discussing of student experiences as suggested above under "The Students." Possibly, discussion based on a duplicated list of personality traits or office duties.

E. 10 minutes. Introducing a discussion on "How You Can Develop a Desirable Office Personality."

Such a lesson plan helps develop the broad view of office practice; but the discussions must be vigorous and stimulating.

• **Plan 3.** For the teacher who may have only a few minutes for the first meeting of the class, the following plan is suggested:

A. 5 minutes. Calling roll, making class introductions.

B. 5 or 10 minutes. Discussing the successes of previous students, the reasons for which students are taking the course, etc.

C. 5 or 10 minutes. Discussing the personality traits that account for success in office work, etc.

Thus it is possible, even in a short initial period, to emphasize from the outset the broad objectives of the course.

■ **How Much Planning?**—Most teachers plan more than can possibly be covered in the allotted time for the first class period; but it is far better to have discussion questions left for the start of another class period than it is to fall short of having enough planned for the day and to have to improvise something to fill up the time.

When students leave the classroom after the first class meeting, they should go forth with a challenge in their minds and a desire in their hearts to do their very best in a subject that is most worth while. The teacher has the power to create that challenge and that desire if he but uses the tools and knowledge at his command.



Diligent Daily Use Back in February, 1949, a jury of experts debated the merits of demonstration stands versus demonstration platforms.¹ The jury voted in favor of stands. In this contribution, Mrs. Green gives an enthusiastic account of how she uses and why she prefers a demonstration platform. It's inexpensive, handy, and versatile, she says. Your confirmation or rebuttal is invited.

We Prefer A Demonstration Platform

HELEN HINKSON GREEN
Griggsville High School
Griggsville, Illinois

This is the story of a typewriting platform. Our platform isn't much to look at, as the accompanying pictures show. Probably we ought to call it a dais, for that is what it really is. Somehow that sounds much too fancy for our homemade affair, which the local carpenter built on very short notice and from very hazy and sketchy directions. Even with one of our pretty little seniors glamorizing it a bit in the second picture, it still has a utilitarian look that dais just doesn't fit.

The bare spots where the varnish has been worn off attest to its diligent daily use.

■ **"Necessity Is the Mother"**—Suppose you were the one who fell heir to a department that needed a lot of things. (Most departments in small schools do.) What would you do after you had taken in all the shortcomings of the situation?

¹Join the Jury, "Teacher Demonstration in Advanced Typing," *Business Education World*, vol. 29 (February, 1949), pp. 350-355.

One objective is obtaining a demonstration stand. Only there is PROJECT MACHINES that has to have serious consideration also. Your common sense tells you that there is a limit to the traffic the school budget will bear. Yep, "Life consists of choices," just as that passage in the old *Functional Manual* said. You can push either PROJECT STAND or PROJECT MACHINES, but you'll have to decide in favor of one or the other. Or will you? If there were just some way to get that stand or a substitute for it for practically nothing, then you could push the machine idea.

■ **"Where There's a Will"**—So the custodian catches you poking around the furnace room and looks as if he suspected you of contemplating arson or pocketing some coal, which is worse. You say, "I want something for a demonstration stand. Something to hold my typewriter, so I can demonstrate in front of the entire class. I'm always having to scoot some student out of his seat so I can use his machine."

"Oh, I see," he says, not seeing at all. "You mean a sort of platform.

Now if that little one they used to use for tableaux and such hadn't got all smashed in at one end, maybe you could have used that. What's left of it is lying down back of the little storehouse back of the ball field."

"I didn't mean a platform," you reply. "I meant a demonstration—Wait! Where did you say it was? . . ."

■ **"If at First You Don't Succeed"**—A quick, rather breathless rush to the super's office follows your first tour of inspection. The poor man succumbs in weak acquiescence before the combined onslaught of your enthusiasm, the surprise element of the attack, and the jumbled account of how simple it would be to whack that platform into shape plus the amazing coincidence that a carpenter is actually on the premises doing some repair work in the Home Ec. rooms.

Probably it was the carpenter's actually being on hand that clinched the deal. But, quicker than you could type "The quick brown fox jumps over the lazy dog," you and the carpenter are off to the ball lot on another inspection tour.

● **The Finished Product.** Of course he didn't just "whack" that platform into shape. A woman carpenter might have been satisfied to cobble it that way, but not a man. Bless him, he ripped it all apart and did it the right way, even finishing it off with a couple of coats of varnish. By the next evening, your demonstration table, chair, and typewriter were all sitting pretty

on a neat little platform, just 4 feet by 3 feet by 8½ inches high.

■ **Advantages of a Platform**—In addition to its possessing virtues and possibilities as a teaching aid that are generally attributed to a demonstration stand, we find that our platform offers several distinct advantages.

• **Sitting Position and Posture.** Seated at your machine, you can properly demonstrate correct posture and correct positions of the elbows, of the feet, and of the chair. A demonstration stand is fine, but you can't show a student how he should sit at his machine when you are standing at yours. How a student sits is an important element in acquiring right typewriting technique.

• **More Effective Demonstration.** The demonstration platform enables you to demonstrate more effectively because it enables you to utilize your own typing power more skillfully. Typewriting just comes more easily when the typist is seated. What does a world champion typist do when he gives a demonstration? Does he stand or does he sit? If he could do a better job standing, we would be willing to bet our precious platform that he would demonstrate while standing. But he sits at his machine, usually on a raised platform or stage in front of the group witnessing the demonstration. That is the way we do it in our classes.

"At high speeds you often actually brace with your feet," we heard a typing expert say as he demonstrated the procedure before a group of us at a meeting last spring. Audrie Moultrie, the other half of our staff, and I smiled smugly at each other when he said it. We find that not only can we brace a little better but we can also type much better and give better demonstrations when seated, too.

• **More Demonstration Encouraged.** The demonstration platform encourages more demonstration. We find we just naturally demonstrate more when we can sit down comfortably in normal typing position than when we have to stand up to demonstrate.

Do you "pace" the advanced class on that tabulation exercise or that letter-production unit while you are standing at your machine? The class has a decided advantage if you do. And if you don't type with the class on such projects very frequently, you are missing many fine opportunities for building *esprit de corps*, for improving your own skills, and for motivating the class.

• **Simplicity of Construction.** Almost anybody who can hammer a nail straight and saw a board can make a platform such as ours. It may not be a "thing of beauty"—we readily grant that—but it is a "joy forever." Ours is simply an inverted box with reinforced corners. It has a framework consisting of four corner posts made from a two-by-four. Four boards are nailed to the outside of these corner posts, making a rectangular frame. Four 9-inch boards are nailed lengthwise to the top edge of the frame to make the "floor." And that's all there is to it. Plus those two coats of varnish!

• **Easily Moved.** It is a simple task to move the platform about for other uses in other places. Any two people can push the platform to just about any spot in the room that will hold it.

• **Readily Lent.** You would be surprised at how many uses other folks find for our platform. A bit of that vanishing varnish may have been knocked off last year when the seniors borrowed it for the stair landing in their play. ("It's just

exactly the right size, please!") Yes, we did hate to do without it for that long, but it doesn't hurt a department to be co-operative. Besides, three guesses as to who had to coach the play. Lending it for "one-night stands" doesn't bother us a bit. ("May we borrow your little platform to use in the style show at our Mother's Tea?") And it made a wonderful podium for the director of "Susie's Kitchen Band" on Carnival Night.

Yes, we think our platform's "extra-curricular" activities help to sell our department to the rest of the school. That is why we didn't bolt the table down to its floor this year. Now we can get things on and off in a hurry. No screws to take out.

• **Mission Fulfilled.** We sincerely believe that the above advantages of our platform make it an effective teaching aid. We believe, too, that its low construction cost is an additional advantage that would make it possible for such a platform to become an essential piece of equipment in almost any typewriting room.

A Rebuttal

With thousands of teachers enthusiastic users of demonstration stands, BEW thought it would be only fair to see "the other side"; so teacher-author-investor-manufacturer Allen was invited to tell—

The Case for Demonstration Stands

H. M. ALLEN

Hartford High School
Hartford, Wisconsin

I share Mrs. Green's enthusiasm for demonstration: Teacher demonstration is an essential step in the successful teaching of typing. Such demonstration makes learning easier—and that makes teaching easier and much more effective.

I share Mrs. Green's enthusiasm, also, for *doing something* about the tools of demonstration. She wasn't able to get a demonstration stand, so she got a demonstration platform; and that is decisive action. That's doing something to solve a problem!

I'm afraid, however, that I do not concur with her in preferring a typing demonstration platform. I have used a platform, and it was the limitations of a platform that started me looking for something better and ultimately got me into the business of manufacturing demonstration stands.

My own experience has shown me that there are three aspects to be considered in a platform-versus-stand decision.

The first aspect, the broad utility of a platform, has been well presented by Mrs. Green. The other two aspects that merit attention are (1) the hazards of a platform and (2) the distinctive advantages of a stand.

■ **The Hazards of a Platform**—There are two different types of hazards confronting the teacher who must use a typing demonstration platform.

• **Physical Hazards.** The problem of tripping at the end of a platform is obvious, and it is not to be discounted. Getting up on the platform, getting off, having the chair slide back too far—these are personal risks that many teachers would be loath to invite and that many



You can stand—or sit—at an adjustable demonstration stand.

schools would not permit. In some states, therefore, a platform would be definitely forbidden; and a teacher requesting a platform should check with school authorities about the legal and insurance problems.

There is a physical hazard to the equipment, too. Mrs. Green's platform is none too roomy; and the possibility of damaging chair, table, typewriter, copyholder, and book is a grave one that, again, many teachers would not wish to invite. This is especially true if the table is not secured to the platform; and if the table is secured, then the platform loses its mobility and double-duty serviceability.

• **Instructional Hazards.** Whether a teacher is more likely to demonstrate with a platform than with a stand is subject to question. Certainly using a platform is much more formal—it is staged—and there are many on-the-spot things a teacher wishes to demonstrate briefly that need not be "staged."

Do you wish to show students how to insert paper, how to adjust the touch control for making carbon copies, how to rewind a ribbon, how to use the ratchet release instead of the variable spacer? Such demonstrations take but two or three seconds each; few teachers would wish to mount a stage for them.

It has been my own experience

that the platform does not invite full demonstration, partly because of the time element. To demonstrate for two seconds, few teachers wish to climb the rostrum, take a seat, hitch up the chair, and so on—for getting ready to make the demonstration often takes longer than the demonstration itself, and even the most co-operative students get restless.

I think that the first few weeks a teacher has a platform he will demonstrate quite a bit, in his fresh enthusiasm for it; but then his enthusiasm and the utility of the platform will dwindle.

■ **Advantages of a Stand**—The disadvantages of a platform are found principally in the awkwardness of using it; and the absence of that awkwardness is one of the reasons why so many teachers prefer a stand.

• **Availability.** A teacher can step to a demonstration stand and begin his demonstration instantly—no stepping up or down, no hitching up a chair—and the fact that it is so easy to demonstrate certainly encourages demonstration.

• **Adjustability.** Most modern stands are instantly adjustable so that one stand can serve the short teacher in periods 1, 2, and 5, and the tall teacher in periods 3, 4, and 6.

Indeed, modern stands can be adjusted all the way down to the cor-

rect height for typing while seated. Mrs. Green stated very well how much better certain demonstrations are when the demonstrator can be seated; how wise, then, to have a demonstration tool that can serve the teacher whether he is seated for formal, extended demonstrations or standing for quick on-the-spot demonstrations.

• **Mobility.** Although students can shove a platform about, if they are muscular enough, it is awkward and inconvenient to do so. With a demonstration stand that is (as are most modern stands) mounted on casters, the teacher can roll his point of demonstration to any spot in the room.

Moreover, he can easily turn the stand so that his demonstration can be seen from all parts of the room. If Mrs. Green wanted to show students the different locations of the ratchet release and the variable spacer, both of which are on the wall side of her stand (in the photographs with Mrs. Green's article), she would be at a disadvantage. No such disadvantage exists with the use of a demonstration stand.

• **Compactness.** A demonstration stand is a small piece of furniture. It takes little room. It can easily be put in any corner or closet of a room when it is not needed. In this regard, it is in striking contrast to a demonstration platform.

Many schools would not have room for a platform, not even one so small as Mrs. Green's; few schools would want space permanently occupied by a platform.

• **Economy.** It is doubtful that a platform really costs less than a modern steel demonstration stand—it won't certainly, if you pay for the lumber and nails and paint and a union carpenter's wages!

Indeed, the economy is so great that some schools are now installing caster-less "demonstration stands" for typing-room tables; for the adjustability of the stands makes them a serious competitor in the adjustable-typing-table field.

■ **Summary**—The case for the demonstration stand, it seems to me, can be condensed to this: The stand has (1) none of the hazards of the platform; (2) all of the advantages of the platform; and (3) so many additional advantages to the teacher that serious consideration of them will lead most typing teachers to agree with the many authorities who have said that a typing demonstration stand is a *must* for all typing classrooms.

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Results are immediate when you install Hammond adjustable desks or tables in your typewriting classroom. Production increases . . . students have less fatigue and eye-strain . . . and interest doubles in the *real-business-office* atmosphere. Sturdy, efficient, the Hammond typing tables and desks have an "elevator" well for instant adjustment to proper typing height—from 26 to 30 inches. All models are rigid, vibration free, and constructed of glistening white oak. They are easily disassembled for convenient handling, storing, and for economical shipping.

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- ☐ Free booklet, "Your Correct Typewriter Height."

Name

School

Address

Dictation: (Anniv.)

Brief-Form Letters

by A. E. Klein, City College,
New York.

Dear Friend: You are safe now, for you have bought good protection. Almost two million thoughtful people believe it is the¹ best there is. But you bought more than a policy—you bought service. After all, about all any insurance² policy is, is a contract to give you service when you need it. We maintain 153 offices³ all over the country just for that purpose. When you move, your protection moves with you. Remember, we make no charge⁴ for service or for handling claims.

Now your protection covers almost everything, but you should read your policy⁵ to find out just what it will do. It is all there—so if you will read it, I am sure you will know just exactly⁶ how fine it is. It will be a pleasure to see that our service is completely satisfactory to you.⁷

Your protection, like any other insurance, is good only when it is in force. Play safe! Keep your protection⁸ paid a year in advance. We want you to avoid what has happened to some folks. They become sick or are injured, and⁹ the protection has lapsed. We don't want that to happen to you.

Just one thing more! No matter what personal protection¹⁰ you, your

family, or your friends may need, we have it.

When you want information, just fill in and mail the enclosed¹¹ postage-paid card, and we will give you full details without cost or obligation. Cordially yours, (238)

Dear Mr. Young: I am informed by our transfer agent, the Manufacturers Trust Company, that you have become¹ the owner of some of our common stock.

It has been our practice from time to time to write to all our² stockholders telling them about how we are getting on, and from now on you will be getting these letters. If there is³ any other information you would like to have, feel free to communicate directly with the writer.

If⁴ you are out this way at any time, please don't fail to contact us here. We should like very much to show you what your⁵ company has. We are especially eager to keep in touch with our stockholders during our development⁶ period. A good many stockholders have already made valuable suggestions to us.

Welcome to the⁷ Company. Very truly yours, (146)

Dear Friend: You have heard folks say they never get anything for nothing. If you are one of them, your luck has changed because¹ we have enclosed a valuable gift check of fifty dollars for you.

For more than twenty-five years we have² been manufacturing furs and selling wholesale only to stores. Now we have decided to sell direct to the³ public.

However, instead of spending

large sums of money advertising in the newspapers and on the⁴ radio, we have decided upon a special get-acquainted offer and that is why we are giving you the⁵ enclosed check. Instead of a costly advertising campaign, we are giving you, the public, this extra savings.⁶

This means that you can walk into our establishment, located right in the heart of the wholesale market, and buy⁷ your fur coat at almost the wholesale price.

We are of the opinion, too, that your complete satisfaction will bring⁸ us additional business through your family and friends.

Please remember, however, that this valuable gift⁹ check is good for only 15 days. If you cannot use it, simply sign the endorsement on the check and pass it¹⁰ along to a friend or relative, who will greatly appreciate the favor you are doing him.

We look forward¹¹ to the pleasure of seeing you soon. Sincerely yours, (230)

Dear Sir: We wish to thank you for your call to our office about the purchase of a home, and assure you that if¹ we did not have what you wanted, every new listing will be carefully checked to see if it meets your requirements.²

With the scarcity of homes today, it has become very difficult to meet the exact needs of many³ buyers, particularly in the line of financing; but no matter what your problem is, we will try to help.⁴

Please feel free to come in or phone at any time. Yours very truly. (92)

Dictation: Business Letters

County Utilities Service, 932 State Street, Fair Valley 8, Indiana. Gentlemen:

A very¹ interesting piece of mail has just arrived from your firm. It was interesting to me even before it was² opened—perhaps, in my special case, even more interesting than after it was opened.

This sounds like a riddle,³ doesn't it? But, like practically all riddles, the solution is simple when you know the answer.

Every⁴ letter we receive from you is well worth our reading time; but on this occasion it was the envelope that⁵ brought a gleam to our eyes, because it bore a regulation government postage stamp. That immediately told⁶ me that you have a mail-

ing problem. Every firm, regardless of size, must have a mailing problem if it is⁷ paying money to employees for the time-consuming job of sticking on stamps and separately sealing the⁸ envelopes when these operations could be done simultaneously in a split second. Increasing overhead⁹ requires making every moment count and reducing losses through spoilage, mutilation, and misuse.

Under¹⁰ separate cover we are sending you an informative booklet on modern mail-handling methods. Some of¹¹ the things in this booklet will surprise you; and, after you have read it, you will find the answers to your mailing riddles¹² really quite simple, now that we have

told you about our up-to-the-minute mailing machines.

Three weeks from¹³ today Mr. Fetter, our regional director for your area, will call to supply any information¹⁴ you may need for your particular setup. Yours truly, (291)

County Utilities Service, 932 State Street, Fair Valley 8, Indiana. Gentlemen:

A note from¹ Mr. Fetter tells us of your order for three of our machines. We are delighted.

All our experience and² resources are available to you at any time to assure you complete satisfaction with the installation.³ Yours truly, (64)

Dictation: Transcript Speed Practice

New! The Gregg Writer plate for this material is stroke-counted for use in transcription typing speed practice.

Dear Sir: The other day I met Bill Williams on Main Street when I drove out from the city to arrange to open¹ my country home. He told me your Association plans to hold an outing but is having some difficulty² locating a suitable place, because your former picnic grounds were developed into homesites.

As you know, my³ place consists of fifteen acres of wooded and landscaped ground, with a good-sized lake. The lake, of course, could not provide⁴ boating but would give you all the swimming facilities you could use; and there is plenty of shade and grass to give⁵ variety for all the activities that go with this kind of holiday.

Do you think your members would

like⁶ to hold their outing there? Cordially yours, (127)

Dear Mr. Clayton: You can imagine how happy we were to present your suggestion to our picnic committee!¹ They unanimously voted to accept your generous and thoughtful offer. They would like to meet with you to decide² on a plan for handling the traffic and parking problems, as well as to consider any other points you³ wish to bring to their attention.

Bill Williams is chairman of the committee. We should greatly appreciate it⁴ if you would let him know what day would be convenient for you to see them.

We also wish to extend a cordial⁵ invitation to you and your family to be numbered among our special guests for that day. Very cordially⁶ yours, (121)

Dear Sir: I am sorry that it will be impossible for me to meet with your committee. I am expecting¹ to leave tomorrow on a business trip; but Tim McCarthy, my head gardener, will be able to take care of² the arrangements. Cordially yours, (46)

Dictation: (Simp.) Brief-Form Letters

by Charles Rader

Dear Sir: This morning your company truck delivered the dining-room set that I ordered several weeks ago.¹ I cannot understand why it took such a long time to reach me, but I am more distressed over the fact that one² of the chairs had a great big scratch on the side and the table had a dent in the middle. It will be necessary³ to have considerable work done on this chair and table before I can use them.

Will you please let me know⁴ how you wish to handle this matter. As it is important that I have a complete dining-room set by the 16th,⁵ I hope that I shall hear from you soon. Yours truly, (109)

Dear Sir: I hope that you will refer this letter to the attention of the individual who is in charge¹ of the shipping of your merchandise. I am confident that he will find the information in the enclosed booklet² of immediate assistance.

Our organization has for a number of years served shippers in this part³ of the country and has made for

itself a wonderful reputation.

Every man on our staff has had many⁴ years of experience in this type of work and is ready to render valuable service that will iron⁵ out your transportation difficulties.

Please use the enclosed card to let us know that our representative⁶ may call at your office. He will be glad to come at the time that will be most satisfactory for you. Yours truly, (140)

Dear Mr. Smith: I am sure that you already know about the service the Hudson Delivery Company¹ offers to general retail stores in this city. We are wondering, therefore, why you are continuing to² use your own individual truck-delivery plan when this company can take care of your needs satisfactorily³ and at a considerable saving to the Company.

You will remember that when we discussed⁴ this matter among ourselves some time ago, we decided that all the managers would stop individual⁵ deliveries as soon as possible and use the Hudson Delivery Company. All the other managers⁶ with whom I have corresponded already use the service; you are the only one who does not.

Can you give⁷ me an idea of the date on which you can change over? Yours truly, (153)

Dear Dr. Smith: This will acknowledge your order of April 16 for a quantity of our No. 16¹ individual report forms. This particular form is at present out of stock, but we hope to have a big² supply in our shipping room by June 1. When this supply arrives, we will send you your order by special delivery.³

In the meantime, I am sending you enough copies of our No. 8 report form to take care of your⁴ immediate needs.

I hope that I shall have an opportunity to see you at the next meeting of the⁵ medical society. Yours truly, (106)

Dear Mr. Green: The catalogue you request is enclosed. I think you will find that this catalogue will be a¹ valuable guide to you when you decide to purchase new equipment for your business office. In the opinion² of many businessmen, this catalogue is the last word when it comes to information on office furniture³ of any type. It is full of ideas that it will be well worth your time to consider.

As you will notice⁴ by tomorrow morning's newspapers, we are having our annual furniture sale beginning next Monday. During⁵ the week of June 12 you will be able to make some real savings.

In our opinion now is the time for⁶ you to refurbish your office. Yours truly, (128)

Dear Mr. Brown: I am very happy to report that your men did an excellent job moving my furniture¹ to my new house. Their efficiency enabled them to do the work in a minimum of time. This, of course, meant² a considerable saving to me.

Needless to say, I shall have no hesitation in recommending your³ company to my friends when they are in need of furniture movers.

Congratulations again on a good job⁴ well done! Yours truly, (84)

Junior O. G. A. Test

Hello Cathy! Sorry you can't get home for our graduation doings. I'll send you all the exciting details¹ right after the big event—the pictures, too, if Bob takes any good ones.

Beth and I got our gowns for the prom today²—stunning! Even Father says so, and that's a rare compliment, coming from the fellow who is paying the bill.³ He says there'll be no money for our college clothes if we keep on spending at the rate we have this month. He thinks it's pretty⁴ expensive to have twins in the family.

See you soon, I hope. Dot (93)

Articles for Sustained Dictation

Sweets from an Indian Paradise

The Story of the Sugar Industry adapted from "Stories of American Industry," issued by Department of Commerce.

AS FAR BACK as present-day knowledge goes, honey was in use, and for thousands of years it was the only known sweet.¹ The story of the origin of sugar cane is one of the most fantastic stories one could imagine, but² one can scarcely tell where legend leaves off and truth begins. In ancient India, centuries before Christ, there lived³ a prince Raja Trishanku, who, so the story goes, desired to be transported to heaven while still a living⁴ man. When this request was denied, he sought out a holy man, a hermit, who obligingly arranged a sort of temporary paradise here on earth for the Raja to enjoy. And among the luxuries that the holy⁵ man called into being for this earthly paradise was sugar cane.

Tradition fails to make clear where the hermit⁷ obtained this cane. In due season, however, the Raja ended his terrestrial career. By order of the⁸ gods, his temporary paradise was destroyed, but they permitted the sugar cane to remain. And thus, in time,⁹ it spread to other lands and became a benefit to all mankind.

IN PARTIAL CONFIRMATION of this strange tale,¹⁰ authorities agree that the art of sugar making really originated in India, from whence¹¹ it spread into China and other parts of the Orient. Our modern word "sugar" comes from the Persian language.¹²

During the Middle Ages, when the Crusaders set forth in the Holy Wars, they found in the Orient such strange¹³ luxuries as silks and satins, spices and, above all, sugar. After they returned home a trade in sugar began,¹⁴ and the great palaces of the Spanish kings at Madrid and Toledo were built with the proceeds of the sugar¹⁵ trade. One of its chief uses at that time was as a medicine.

So valued was sugar in those days that¹⁶ explorers spanned the seven seas to find new sources of supply. The discovery of sugar was even one of¹⁷ the objectives that Christopher Columbus had in mind when he crossed the Atlantic in 1492.¹⁸ Gradually, sugar became more and more a necessity of life, especially after the seventeenth¹⁹ century, when tea and coffee became popular in western Europe.

AND THEN CAME AN EVENT that proved to²⁰ be a milestone in the march of sugar. Due to the mighty Napoleon, Europe was aflame with war. France had²¹ been cut off from the cane sugar supply of the world. French scientists for many years had tried to obtain it in²² commercial quantities from apples, pears, plums, quinces, and even walnuts and chestnuts. In 1802, a²³ German chemist, Franz Karl Achard, built the first factory for making sugar from the beet. The French soon learned of Achard's²⁴ experiments and, by 1811, a Frenchman named Ben-

jamin Delessert had produced a²⁵ quantity of well-crystallized beet sugar.

The word was carried to Napoleon of the success of Delessert's²⁶ efforts and, instantly dropping all other activities, he hurried away to the sugar factory.²⁷ He was so delighted with what he saw that, taking the Cross of Honor which he wore on his breast, he pinned it on²⁸ the astonished Delessert; at the moment it looked as though the lowly sugar beet had become the savior²⁹ of France. But, as with many great scientific discoveries, the efforts of Napoleon to make beet sugar³⁰ popular met with opposition. In time, however, people discovered that sugar is sugar, whether it³¹ comes from one plant or another. And, since that day, the sugar beet has held an honored place at the side of sugar³² cane.

Soon after the discovery of North America, it was found that the maple tree yields a delicious³³ sugar with a distinctive flavor and color. But maple sugar can easily be refined until it loses³⁴ all its individual color and flavor and becomes pure white sugar, exactly like that from the cane³⁵ or the beet.

THE FIRST AMERICAN CANE SUGAR was made in Louisiana before the Revolutionary³⁶ War. And, in the introduction of American beet sugar, the Mormons played an interesting part. When³⁷ the pioneers of that religious sect followed Brigham Young westward in the year 1847,³⁸ they crossed the boundless prairies and took up their homes in Utah. Thousands of miles separated them from the settled³⁹ areas where sugar could be obtained. Meanwhile, the Mormons were sending missionaries of their faith to foreign⁴⁰ lands, and one of these missionaries, John Taylor, learned of the process of making beet sugar in France. A complete⁴¹ manufacturing outfit was purchased and shipped to New Orleans. Fifty-two ox teams drew it slowly across the⁴² wilderness to Utah. This first Mormon sugar factory was not a success, after all, because the manufacture⁴³ of sugar from the beet requires expert technical knowledge as well as the right equipment; but the knowledge⁴⁴ of beet sugar spread, and soon the farmers of

the great West found that the sugar beet was one of their most promising⁴⁵ crops.

SUGAR ITSELF is used in many ways not thought of only a few years ago. For example, a⁴⁶ typical stick of American chewing gum will be over half sugar. Sugar is used in manufacturing⁴⁷ tobacco, in making soap and high explosives, and it is essential to such great industries as canning and⁴⁸ preserving, baking, and confectionery. As a matter of fact, sugar is primarily a source of quick⁴⁹ energy, to supply our bodily needs. Thus between the halves of football games, many coaches give lumps of sugar⁵⁰ to their players. For the same reason, sugar products are included in the emergency rations of soldiers,⁵¹ mountain climbers, and others who lead an active, strenuous life.

Today, as in ancient times, sugar is⁵² one of the pleasant things of life—a luxury as well as a healthful food. But, thanks to the modern American⁵³ sugar industry, it is a luxury that everyone can enjoy. (1074)

Lady Luck Was There

What happened when a lucky lady picked up a "Pretty Rock." Reprinted from "The American Weekly."

AT SOME TIME OR OTHER, all of us dream of falling into sudden wealth, but even the most optimistic dreamer¹ could hardly imagine the unexpected stroke of good luck that befell Mrs. Roy McKinney, wife of an² Australian miner.

She went on a picnic and found—not ants in the sandwiches, but—a fortune.

Mrs. McKinney,³ who lives near Emerald, in central Queensland, didn't want to go on the picnic. She would have preferred a movie,⁴ but several of her women friends insisted that she accompany them.

So Mrs. McKinney, a good⁵ sport, packed the usual quota of sandwiches and salads, climbed into a battered car, and joined her friends and their⁶ children on an all-day outing.

They lunched at a picturesque spot and chatted and arranged games for the youngsters, as⁷ people do at picnics the world over.

LADY LUCK wasn't in the party, but was definitely hovering⁸ on the outskirts.

CROSS INDEX TO THE GREGG WRITER PLATES

Each month *Business Education World* presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg shorthand in the same month's issue of *The Gregg Writer*. Through the use of the cross index given here, these dictation materials serve also as a ready key to the shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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For when Mrs. McKinney decided to take a stroll, she walked only a short distance before stumbling over an odd stone about the size of a baseball.

At first she was indignant, for the stone hurt her toe.¹⁰ But she saw that the offending object was a pretty shade of blue. Mollified, she picked it up and carried it¹¹ home.

She forgot all about her discovery until her husband spied it.

"It looks interesting," said Mr.¹² McKinney. "Let's take it to an expert."

They did, and were astonished to learn that what Mrs. McKinney thought was¹³ just a "pretty rock" was a 1,958-carat sapphire. They sold it for a price that, so¹⁴ far, has been kept secret.

All Queensland buzzed with excitement, for the stone had been found just 300 yards from where the¹⁵ famous Black Star sapphire was unearthed. The Black Star weighed only 1,156 carats and was¹⁶ reported sold for \$300,800.

ONLY A WEEK AFTER Mrs. McKinney's discovery,¹⁷ Harry Spencer, who lives in another Queensland mining center, found a fortune underfoot — and didn't¹⁸ have to step outdoors to do it.

For years, Spencer had been using some big blue rocks for doorsteps, and suddenly he¹⁹ discovered they were sapphires.

"Now that I know what they're worth," he said the other day, "I'm putting them away. One of²⁰ them weighs 2,000 carats, and may be the world's biggest star sapphire. If it is, I'll be able to retire for²¹ life on what it's worth."

Luckily, Spencer and Mrs. McKinney learned the value of their discoveries in time²² to reap the benefits. One little girl named Louisa Jacobs, in Good Hope, South Africa, wasn't so fortunate²³ back in the 1860's.

Louisa couldn't interest anybody in the "pretty pebble"²⁴ she found while playing by the river one day, so she gave it away. It turned out to be a valuable²⁵ diamond, which led to the discovery of the billion-dollar Kimberley diamond field.

Louisa never²⁶ got a cent for her pretty stone. (526)

On The Rise

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FOR NEARY THIRTY YEARS traffic experts of Otis Elevator Company have been trying to figure out¹ why people act like elevator passengers. They have come up with a great many sound answers, but they still don't² know why a woman in a department store rings the buzzer and then immediately walks away to look in³ a showcase, making it necessary for the elevator operator to wait for her when he reaches⁴ the floor!

You probably never knew it before, but elevator requirements for office buildings vary in⁵ different cities, and even in different sections of the same

city. But requirements for hospitals and⁶ department stores are similar all over the world.

The experts say that the best location for elevators⁷ is in a group near the center of the building. If you try to use two groups to serve the same floors, the one nearest⁸ the main entrance will get all the traffic. The longest single elevator rise is in the Empire State Building⁹—it goes to the eighty-sixth floor.

The "alcove" arrangement of elevators rates best. If the elevators must¹⁰ be located in a straight line, however, five in a row is about as many as you can have without too¹¹ much lost time waiting for passengers. Top speed on elevators is reached in the long express runs, of course, and that's¹² about fifteen hundred feet a minute.

People who know their way around elevators suggest guarding against¹³ crowded cars, which slow up transfers of passengers. If you have an elevator that holds sixteen people, for¹⁴ example, you can make faster round trips and carry more passengers if you take only twelve people at a time.

The¹⁵ waiting time between cars is the public's main source of annoyance. People who will wait ten minutes for a streetcar¹⁶ every morning without complaint, practically suffer a stroke

when they must wait thirty seconds for an¹⁷ elevator! In high-class office buildings, under twenty seconds of waiting time is considered excellent; over¹⁸ thirty-five seconds is rated unsatisfactory.

There are few buildings planned these days which haven't had the¹⁹ benefit of elevator engineering advice. This applies not only to the new building, but also²⁰ to the modernized one—the experts know how to take older elevators, such as those in the Woolworth Building,²¹ and restyle them for many more years of useful service.

When elevator engineers know the approximate²² net rentable area of a building, the proposed number of floors, and the type of tenants the building will²³ have, they can figure the building population. In a typical building, the population will be based on²⁴ an allowance of 100 square feet per person. One-ninth of the people will arrive in a five-minute²⁵ period in the morning, and the load on the elevators will be greater than during the other peaks at noon²⁶ and at night. From their elevator data, the experts know how long it will take an elevator to make a²⁷ trip, how many people it will carry, and so it is easy—comparatively easy—to determine how many²⁸ elevators will be required. (566)

This Month's Gregg Writer Story Watch Your Pitch, Senator

Ann knew her history, and thereby hangs this tale by Allan R. Bosworth, reprinted from THIS WEEK Magazine, by permission of author and publishers.

THE GIRL who dragged Mr. Horace Appleby from a cab at the Lincoln Memorial was very, very pretty, considering that she was Mr. Appleby's daughter. It was Sunday at dawn. The sky was rosy behind the Capitol dome, the Monument repeated itself in the Reflection Pool, and Abe Lincoln sat watching in his kindly way. Altogether, it was a scene to lift the patriot's heart.

But Mr. Appleby, a plain and crusty little man resembling the cartoons of John Q. Public, had got up too early. He was obsessed with an impression that Washington wasn't an American city at all, and he was exercising a constitutional right by being very sore at his Congressman. He turned his back on the magnificence that belongs to all the John Q's, and stamped down into West Potomac Park.

"You'll come back to Prairie Vista with me!" he said firmly. "Government job—bah!"

"Now, Father," Ann soothed. "After all, it was Saturday. And a Congressman is just too busy to see everybody."

"Busy throwing away the taxpayers' money," growled Mr. Appleby.

HE HALTED, STARING. At the river brim,

a towering, bareheaded young man was winding up like a pitcher. He threw. A silver dollar caught the dawn's early light before it splashed in the Potomac.

"Why, he's making a mistake," Ann said softly. "He's following the old legend, and it's wrong."

"He's crazy!" her father said.

"I mean it wasn't the Potomac," Ann went on. "It was the Rappahannock that George Washington really threw his dollar across."

The young man fished another silver dollar from his pocket. A newspaper clipping came out with it, and the breeze fluttered it across the grass until Mr. Appleby picked it up. It showed a photo of the tall young man, wearing the same tweed jacket and grinning from the steps of a Pullman. Across the top, bold type said: *Newest Senator Arrives.*

Mr. Appleby read this, and controlled himself with such visible effort that Ann grabbed his arm to help.

"Now, Father!" she warned. "After all, it's probably his money. If he wants to do silly things—"

Mr. Appleby was looking at the young man sharply, and a vindictive light leaped into his eyes. "You sure about that river?" He had some vague memory of the story now himself.

"Of course," Ann said. She not only knew her history, but she had been studying Washington guidebooks, dreaming of that government job. She saw now that her father's wrath had been washed away by joy at a chance to expose ignorance in high places.

He shook off Ann's restraining hand,

and advanced with the clipping in his grasp just as Buck Smith heaved his second dollar.

"You just dropped this, Senator," he drawled, trying without success to conceal a superior smile. "What are you doing here—trying to get rid of the Government's money a little faster?"

BUCK SMITH TURNED, to tower over him. He noted the disparity in age and size; he saw Ann, and did a double take in quick appreciation. "I'll tell you," he said confidentially. "I'm contributing to a small sinking fund."

Mr. Appleby bristled. "Five will get you ten that it wasn't the Potomac. It was the Rappahannock."

"H'm," said the young man. He looked at Ann for confirmation of this statement.

"Tell him!" her father said.

"I'm sorry, Senator Smith," Ann said. "Father's down on all official Washington today. His Congressman—"

"That rabble-rousing crook!" exclaimed Mr. Appleby. "Maybe you know him. His name's Britt—Sylvester J. Britt."

"Happens I do, quite well," Buck Smith said heartily. "Syl Britt's a good friend of mine. A man of the people—an honest and conscientious public servant, I'd call him. Almost a statesman."

"He's NO FRIEND OF mine!" growled Mr. Appleby. "All I wanted to do was shake his hand, and what did I get? The brush-off—the run-around. Maybe I'm not important back here, but I do pretty well out in Prairie Vista—I own a nice little store there. And after all, it's a lot of little people like me, out in the States, who own this country!"

"Now, wait," Buck Smith frowned. "You speak of the States as if Washington was a foreign city!"

"That's just it! That's just what I've been telling Ann! She wants to come here to work, and get herself investigated, and all that, and I say—well, never mind that, Senator. How about that little bet?"

"I don't know," mused the young man, smiling at Ann. "All I know is, the news photographers want to take some pictures of me at this very spot, trying to throw a dollar across the Potomac. So I came down early to rehearse."

He studied Mr. Appleby and then Ann. "All right," he said. "I'll put up my five bucks. But I want proof." He smiled at Ann some more. "What's the best authority?"

"The Library of Congress," Ann said, forgetting that it was Sunday.

"We'll go there in my car," he told her. "You know, I'm a stranger here, myself. You'll have to show me the way."

THE CAR was a low, racy, four-passenger job of foreign manufacture, and Mr. Appleby snorted when he saw it. He sat in the back, and remarked that you'd think senators and congressmen, of all people, ought to buy American.

"I wasn't a senator, then," said Buck Smith, winking at Ann.

Mr. Appleby relaxed. It was pretty

nice to be driven around Washington by a senator, even one who was very young and didn't know as much American history as Ann did. He'd enjoy telling this back home. . . .

The Library of Congress wasn't open. Buck Smith said he had to make a telephone call, and that he would love to make up for Congressman Britt's neglect by driving them around and taking them to lunch. Later, he said, he wanted them to see a pageant of Americanism.

"Time they had one in this town!" commented Mr. Appleby.

"Isn't he nice?" Ann asked when the young man had left them to make his call. "And aren't you rude?"

BUCK SMITH RETURNED, smiling strangely, and they drove through Rock Creek Park and back along Embassy Row. Ann pointed with pride, Mr. Appleby viewed with alarm, and Buck Smith kept thinking that if he had a daughter like Ann, he'd want to keep her in Prairie Vista, too. On Massachusetts Avenue, Mr. Appleby saw three foreign military uniforms, and two Hindus wearing turbans. At the hotel where they had lunch, there was a babel of foreign tongues all around them, and it did no good to explain to Mr. Appleby that a United Nations delegation was in town.

They went back to the car and were caught in a rush of traffic. At Seventh and Florida Avenues, Buck Smith pulled to the curb and grinned at Mr. Appleby.

"You win," he said, handing over a five-dollar bill. "I checked on the phone; it was the Rappahannock, all right. But you're wrong about Washington. Here are your tickets—go on into the stadium, and I'll hunt a parking space. See you later."

When it came right down to it, Mr. Appleby wasn't too anxious to see an American pageant, because he had had to sit through a few when Ann was in high school. But Ann kept pushing him forward, until they were being shown to their seats, and then he looked out and saw a baseball diamond.

"Hey!" he said. "The Senator must have been kidding us. Why, I haven't seen a good ball game for years!"

Ann smiled at him sweetly. "The Senator was kidding you!" she corrected. "Didn't you notice the way he wound up, there at the river? Haven't you ever heard that Washington's baseball team is called the Senators?"

"This is your box," the usher said, and a man already sitting there got up. He was a smallish man, not at all important looking. In fact, he bore a strong resemblance to John Q. Public, himself.

"How do you do?" he asked heartily, extending his hand. "You're Horace Appleby, from Prairie Vista—heard some mighty good things about you. I'm Syl Britt. And how do you do, Miss Appleby? Good to see folks from home. Sorry I wasn't in yesterday when you came by; wouldn't have missed you for the world. Have a cigar?"

MR. APPLEBY took the hand, and the cigar, and sat down weakly. He

Smooth Sailing

in the third semester

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gulped, and there went his vote in the next election. "How did you—I mean, who—"

"Oh, that!" Congressman Britt laughed. "Buck Smith telephoned me. He's pitching today, you know. Fine boy—comes from our district, too. Well, well! Miss Appleby, I understand you're going to join the Government service. Just let me know if I can be of any help."

Mr. Appleby gulped again, and there went his determination to take Ann home with him. He leaned back and lighted the cigar. It tasted good. He looked around and saw the stadium filling with some twenty thousand people. *Twenty thousand Americans*, he thought suddenly, and closed his eyes for a minute, remembering. Why, this town was made up of people from all over, like Syl Britt, here; like Buck Smith; like his daughter Ann. It was America. He remembered how the Capitol dome looked at dawn, and felt a fierce, warm pride.

"THERE HE IS!" Ann exclaimed, nudging him, and Mr. Appleby sat up to

see a towering young man striding to the pitcher's mound, and a happy light in his daughter's eyes. Then his Congressman was asking him about business in Prairie Vista, and chatting with him as if they had been pals for years. The next thing he heard was a good, solid smack.

"Ba-all one!"

Mr. Horace Appleby threw back his head and let out a joyous roar. He hadn't seen the pitch, but—"Kill the umpire!" he yelled.

This was another one of his constitutional rights.

O. G. A. Membership Test

HOW OFTEN do you say to yourself, "I can't do it; it is a bigger job than I can handle . . . Everyone¹ is against me; I would get no help . . . I have always failed at that"? And how often do you say such things to others?² When you do, you cannot make a good

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impression on your hearer or on yourself!

Talk to yourself and to others³ in positive, confident terms. Say to yourself time and again, every day, that you can do the big job—the⁴ difficult task. Talk *victory* into your brain cells.

A man can remake his fortunes by his mental attitude.⁵ You can if you think you can. (105)

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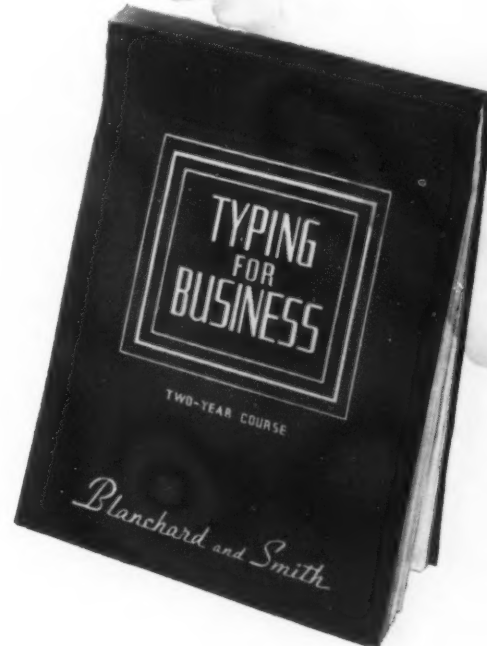
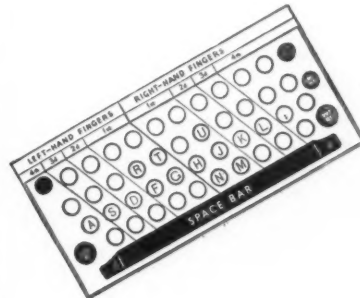
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